

California Online Public Schools

California Online Public Schools

California Online Public Schools (CalOPS) Board Meeting

Published on February 2, 2024 at 8:09 AM PST

Date and Time

Tuesday February 6, 2024 at 3:30 PM PST

Location

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

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

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

can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

Agenda

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

II. Public Comment

The Board welcomes participation by the members of the public telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must write their name and a short description of the agenda item on which they wish to comment on the card provided and submit this to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the School Leader by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the School Leader at least twenty-four (24) hours before the scheduled start of the meeting.
The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, or six (6) minutes if the individual requesting to comment is a non English speaker and requires a translator, unless the Board grants additional time. However, in compliance with Board policy and the Brown Act, the Board is not permitted to discuss or take action on non-agenda items.
Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the School Leader at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.
To view the Board Public Comment Policy, visit the school's "Governance" page at https://www.connectionsacademy.com/california online-school/about/school-board.

III.	**Oral Reports**			
A.	Superintendent's Report	FYI	Richard Savage	

		Purpose	Presenter	Time

1. Sponsoring District(s) Update
2. Transition Update

B. Principals' Report (attached) — FYI

1. Elementary School - Marcus White
2. Middle School - Heather Tamayo
3. High School - Kara Mannix

C. Charter Impact Financial Reports for CalOPS (attached) — FYI — Matthew Percin

D. Policy, Compliance, and State Accountability Report — FYI — Dan Hertzler

1. Policy, Compliance, and State Accountability Report
2. P1 Attendance Reporting Update
3. Form 700 Reminders
4. Brown Act Training Requirements

IV. Consent Items

A. Approval of Minutes from the December 05, 2023 Board Meeting (attached) — Vote

B. Approval of Staffing Report (attached) — Vote — Stephen Ford

C. Approval of Expenditures over $20k (attached) — Vote — LaChelle Carter

1. Zoom Contract (attached) - D. Hertzler

D. Approval of 2022-23 School Accountability Report Cards (SARC) (attached) — Vote — Leslie Dombek

E. Approval of Check Register (attached) — Vote — Matthew Percin

F. Approval of CalOPS SoCal Material Revision (attached) — Vote — Dan Hertzler

G. Approval of Capistrano Unified Memorandum of Understanding (MOU) (attached) — Vote — Dan Hertzler

		Purpose	Presenter	Time
H.	Approval of CalOPS 2024-25 Academic and Staff Calendars (attached)	Vote	Dan Hertzler	
I.	Approval of Student Services Contracts (attached)	Vote	LaChelle Carter	

V. Action Items

A.	Approval of Comprehensive School Safety Plan (attached)	Vote	Dan Hertzler	
B.	Approval of LCAP Mid Year Update (attached)	Vote	Leslie Dombek	

VI. Closing Items

A.	Adjourn Meeting	Vote	Elaine Pavlich	

Adjournment and Confirmation of the Next Meeting - March 05, 2024 at 3:30 pm PT

Coversheet

Principals' Report (attached)

Section:	III. Oral Reports
Item:	B. Principals' Report (attached)
Purpose:	FYI
Submitted by:	
Related Material:	CalOPS Principals' Report 02.06.24.pdf

Principals' Report
California Online Public Schools
2023-24

SITE REPORTS

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

The end of the first semester is an incredibly busy time! Teachers are working to ensure every student does as well as they can in the last few days and hours of the semester. The second semester always seems to fly by since it is filled with so many big events– starting with MAP testing, we also have mid-year festivals, PFT (physical fitness testing), state (academic) testing, and then suddenly the end of the year with so many celebratory events. This year, we will add trainings for all of our new curriculum and systems, so spring of 2024 will be busier than ever, but high school is excited and ready for the challenge!

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

Greetings From Elementary,

We are currently working hard to finish our first semester. Teachers are actively reaching out to families and assisting them in any way we can. Additionally, we are welcoming in new families as second semester is getting started. Teachers are very excited to integrate new students into their classes. We will be administering our i-Ready diagnostic shortly in order to see how our students are performing academically. We will utilize the data to drive our instruction and support our students.

Southern Region:

Heather Tamayo, Middle School Principal

Site Administrator of Southern California

Greetings from Middle School. The new year has started off with a great deal of promise, as our transition to California Online Public Schools is becoming more of a reality with each day that passes by. We find ourselves in training for our new platform, as well as training for the curriculum that our departments have chosen. With that said, our teachers understand the need to recommit to the positive, supportive, daily interactions with our families, and consistently show them, through action, that we will continue to be the right choice for their students, as we make this move over to California Online Public Schools.

We find ourselves in what is traditionally one of the most fast paced periods of the school year. We have introduced Parent Square to our families, and are working to make sure that they are aware of how to sign-up for state testing, as well as how to register for next school year. We are acutely aware of the need for clear, consistent communication in order for our families to feel empowered to complete every required task with as little confusion as possible. Additionally, we are working to help our students successfully wrap up their first semester courses, prepare for the mid-year i-Ready diagnostic, and welcome more than one hundred forty five new students for the second semester.

Enrollment Update

Month for Report: February

DATA as of January 29, 2024							
	SoCal	NorCal	Central Valley	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled	5510	1961	932	204	157	642	9406
Approved	24	7	8	3	1	11	54
Pre-Approved	256	86	64	21	8	24	459
Applicant	190	75	38	23	7	24	357

Outreach Update

Hooray for Hollywood!
We are thrilled that former student, Storm Reid, has won an Emmy award for her guest appearance on "The Last Of Us." We are in the process of finalizing CalOPS promotional efforts to convey our pride.

CalOPS Social Media
We have launched our CalOPS Facebook and Instagram accounts and will start utilize others soon!

Facebook: https://www.facebook.com/californiaops/about

Instagram: https://www.instagram.com/california_ops/

Tik Tok: https://www.tiktok.com/@californiaops

LinkedIn: https://www.linkedin.com/company/california-online-public-schools/about/

YouTube: https://www.youtube.com/channel/UCjQ1XW5ReHaPNYhyrPE1w1A

CalOPS Website
We are thrilled that Phase 2 of our CalOPS website development and expansion will launch on 1/30/2024 in time for open enrollment. This expansion will enable prospective families to obtain a feel for our dynamic school community and set expectations about our program.

Engagement Activities

Total Attendance* for Recent Activities:
*Includes students, staff, adults, and non-CA students

Recent Field Trips
Northern Region - *Monterey Bay, North Bay and NorCal*

- **Lawrence Livermore National Laboratory** - Friday, December 8th (9:30am - 12:30pm)
  7000 East Ave, Livermore, CA 94550
  Attendance: 15 CalOPS students, 12 adults, and 3 staff (30 attendees total)

Central Region - *Central Valley and Central Coast*

- Our new field trip procedures were recently launched. Several more trips are in the works, and we hope to have more to share in next month's report. Our new student activities site is also live, which will showcase upcoming field trips and more.

Southern Region - *SoCal*

- Our new field trip procedures were recently launched. Several more trips are in the works, and we hope to have more to share in next month's report. Our new student activities site is also live, which will showcase upcoming field trips and more.

Upcoming Field Trips

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

- **NorCal Mid-Year Festival: Bowlero North Sacramento** - Wednesday, March 6th (11am - 1pm)
  4800 Madison Ave., Sacramento, CA 95841
- Our new field trip procedures were recently launched. Several more trips are in the works, and we hope to have more to share in next month's report. Our new student activities site is also live, which will showcase upcoming field trips and more.

Central Region - *Central Valley and Central Coast*

- **Central Mid-Year Festival: Bowlero Clovis** - Wednesday, March 13th (11am - 1pm)
  140 Shaw Ave., Clovis, CA 93612
- Our new field trip procedures were recently launched. Several more trips are in the works, and we hope to have more to share in next month's report. Our new student activities site is also live, which will showcase upcoming field trips and more.

Southern Region - *SoCal*

- **Getty Museum Field Trip** - Tuesday, January 30th (12:30pm - 2pm)
  1200 Getty Center Dr., Los Angeles, CA 90049
- **UCLA Cubs Campus Tour** - Wednesday, February 7th (9:45am - 11:15am)
  Bruin Plaza, 308 Westwood Plaza, Los Angeles, CA 90095
- **Top of the World Hike** - Wednesday, February 21st (9am - 12pm)
  3250 Alta Laguna Blvd., Laguna Beach CA 92651
- **Westmont College Tour** - Friday, February 23rd (10:45am - 12:15pm)
  955 La Paz d., Santa Barbara, CA 93018
- **Honda Center: Ducks First Flight** - Tuesday, February 27nd (9:30am - 12:30pm)
  2695 E. Katella Ave, Anaheim, CA 92806
- **Southern Mid-Year Festival: Bowlero Rancho Cucamonga** - Thursday, March 7th (11am - 1pm)
  7930 Haven Ave., Rancho Cucamonga, CA 91730
- **Southern Mid-Year Festival: Irvine Lanes** - Thursday, March 7th (11am - 1pm)
  3415 Michelson Dr., Irvine, CA 92612

Coversheet

Charter Impact Financial Reports for CalOPS (attached)

Section: III. Oral Reports
Item: C. Charter Impact Financial Reports for CalOPS (attached)
Purpose: FYI
Submitted by:
Related Material: CalOps_CCoast_ Monthly Board Presentation - Dec 2023.pdf
CalOps_CValley_ Monthly Board Presentation - December 2023.pdf
CalOps_MBay_ Monthly Board Presentation - Dec 2023.pdf
CalOps_NorCal_ Monthly Board Presentation - December 2023.pdf
CalOps_NorthBay_ Monthly Board Presentation - December 2023.pdf
CalOps_SoCal_ Monthly Board Presentation - December 2023.pdf

CHARTER IMPACT

California Online Public Schools – Central Coast

Monthly Financial Presentation – December 2023

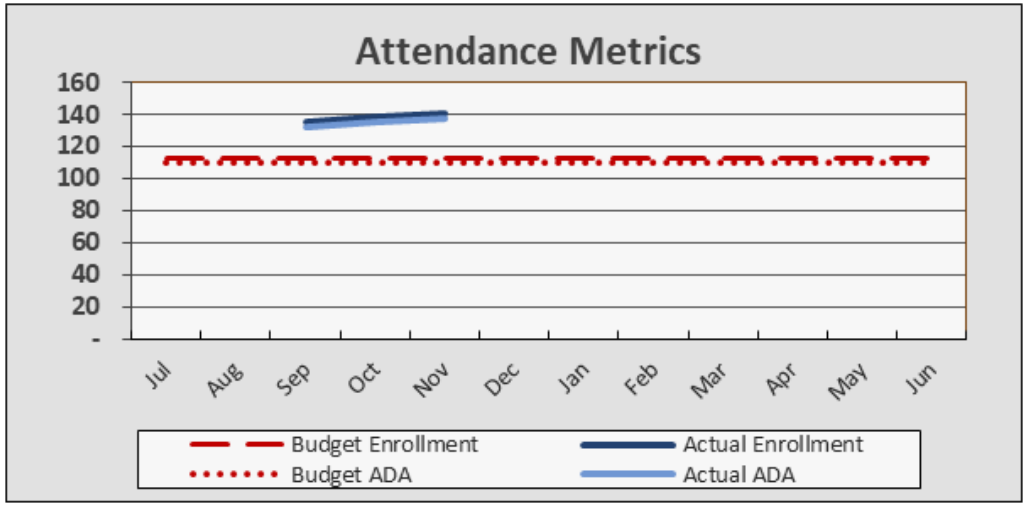
Highlights

- Enrollment forecasted at 140 students; up from 112 budget
- Attendance forecasted at 137 (98%)
- Revenue forecasted at $1.9M; +400K from budget
- Expenses forecasted at $1.7M; +$300K from budget
- **Surplus forecasted at $244K** with an ending fund balance forecasted at $429K
- Cash balance of $748K

Attendance Data and Metrics

- Enrollment forecasted at 140 students; *up from 112 (+25%)*
- ADA forecasted at 137; *FY24 P1*
- Unduplicated rate of 48%

Enrollment & Per Pupil Data			
	Actual	***Forecast***	***Budget***
Average Enrollment	*138*	*140*	*112*
ADA	*135*	*137*	*110*
Attendance Rate	*98.0%*	*98.0%*	*98.0%*
Unduplicated %	*48.0%*	*48.0%*	*45.3%*
Revenue per ADA		*$14,043*	*$13,699*
Expenses per ADA		*$12,262*	*$12,580*



Revenue

- **FY24 annual revenues forecasted at $1.9M**
  - $400k increase over budget driven by 25% ADA growth

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 294,591	$ 539,466	$ (244,875)	$ 1,716,674	$ 1,359,590	$ 357,084
Federal Revenue	-	5,089	(5,089)	39,484	13,745	25,740
Other State Revenue	57,178	42,034	15,144	166,982	133,005	33,977
Other Local Revenue	7,415	-	7,415	7,415	-	7,415
Total Revenue	**$ 359,184**	**$ 586,589**	**$ (227,405)**	**$ 1,930,555**	**$ 1,506,339**	**$ 424,216**

Expenses

- **FY24 annual expenses forecasted at $1.68M**
  - Increases in salaries driven by raises and additional positions
  - Other increases driven by increased ADA; *additional revenues outweigh increased costs*

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 239,980	$ 200,510	$ (39,470)	$ 584,237	$ 481,225	$ (103,012)
Classified Salaries	6,124	4,708	(1,416)	14,374	11,300	(3,073)
Benefits	58,638	94,492	35,854	293,677	200,476	(93,201)
Books and Supplies	131,858	152,349	20,491	362,501	304,698	(57,804)
Subagreement Services	22,221	104,061	81,840	224,599	208,122	(16,477)
Operations	7,484	15,950	8,466	31,138	31,900	762
Facilities	774	3,624	2,850	5,248	7,248	2,000
Professional Services	130,499	68,211	(62,289)	169,943	138,310	(31,633)
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Total Expenses	**$ 597,579**	**$ 643,906**	**$ 46,327**	**$ 1,685,717**	**$ 1,383,280**	**$ (302,437)**

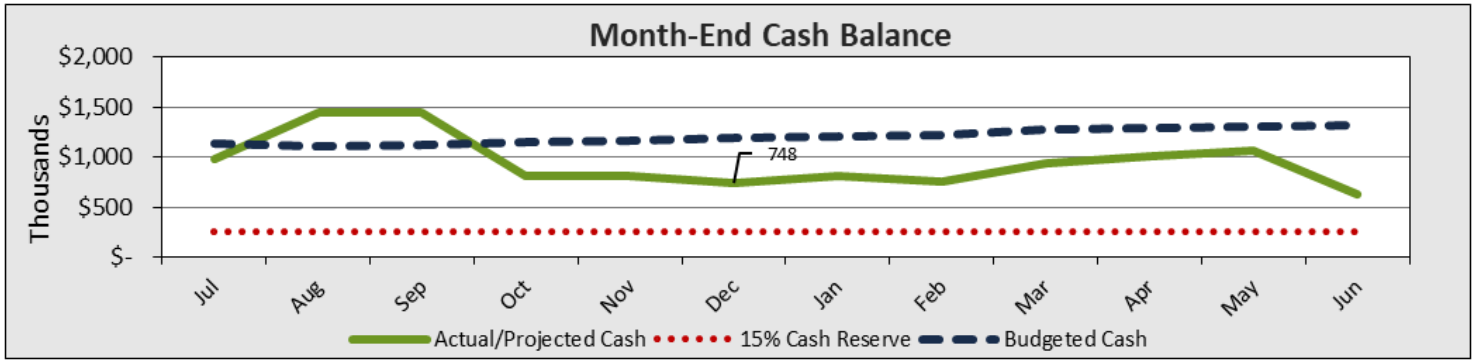
Fund Balance

- **Annual surplus forecasted at $244K**
- Ending fund balance forecasted at $429K (*25% of total expenses*)
  - YTD revenues trailing plan due to In-Lieu payment delays (*ILPT makes up ~50% of LCFF entitlement for Central Coast*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (238,395)**	**$ (57,317)**	**$ (181,078)**	**$ 244,838**	**$ 123,059**	**$ 121,778**
Beginning Fund Balance	184,403	184,403		184,403	184,403	
Ending Fund Balance	**$ (53,992)**	**$ 127,086**		**$ 429,241**	**$ 307,462**	
As a % of Annual Expenses	*-3.2%*	*9.2%*		*25.5%*	*22.2%*	

Cash Balance

- **Current cash balance of $750K** (162 DCOH)
- Cash projected at $650K by fiscal year end



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Set by Authorizer (by Jan 17)	**Principal Apportionment P1** - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	Charter Impact with CalOps support	No	Yes	https://www.cde.ca.gov/fg/sf/pa/
DATA	2-Jan	**CALPADS - Fall 2 Submission Window opens -** Information will be used by the US Department of Education and the California Department of Education to gain insights into student course enrollments, services rendered in support of school's English Learner population, staff assignments and full-time equivalent levels. The reported data represent a snapshot of a school's status in the previously listed areas per Census Day, October 4,2023. Schools have until March 1, 2024 to certified data. **IMPORTANT**: Fall 2 Staff assignment data will be referenced by the Commission on Teacher Credentialing (CTC) for accountability purposes. CTC will cross reference teachers' credential information with the courses/sections they are assigned to teach. CTC will report misassignments/discrepancies to your charter authorizer.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	12-Jan	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2023 - December 31, 2023.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	15-Jan	**Consolidated Application (ConApp) reporting** - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	17-Jan	**Mid-Year Expenditure Report due to SELPA** - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	19-Jan	**SELPA ADA/Enrollment report #2** - Interim financial reporting due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
DATA	26-Jan	**CALPADS - Fall 1 Amendment deadline** - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	31-Jan	**Federal Cash Management - Period 3 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/

Compliance Reporting

FINANCE	TBD	**Federal Stimulus Annual Report** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2022 - June 30, 2023.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/fg/cr/anreporthelp.asp
DATA	1-Feb	**School Accountability Report Card -** All public schools in California are required to prepare an annual SARC (2022/23). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	CalOps	Yes	No	https://www.cde.ca.gov/ta/ac/sa/
FINANCE	1-Feb	**Nonclassroom-Based Funding Determination -** Charter schools with an existing funding determination ending in 2023/24 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp
FINANCE	15-Feb	**Board of Equalization Property Tax Exemption** - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	20-Feb	**Certification of the First Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	26-Feb	**CRDC - 2023-24 Submission Window (Dec 11, 2023-Feb 26, 2024) -** The CRDC collects key information on civil rights indicators, including student enrollment and educational programs and services, most of which is disaggregated by race and ethnicity, sex, limited English proficiency, and disability status.	Charter Impact submits with data provided by CalOps	No	No	https://crdc.communities.ed.gov/#program
FINANCE	28-Feb	**E-Rate FCC Form 470 Due date (FY2024)** - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2024 filing window.	CalOps	No	No	https://www.usac.org/schools/forms/
FINANCE	Set by Authorizer (by Mar 15)	**2nd Interim Financial Report** - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

Appendix

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

FY23-24 CalOps Central Coast

Monthly Cash Flow/Forecast FY23-24

Revised 01/19/24

Actuals Through: 12/31/2023

ADA = 137.47

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 109.96	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	32,202	32,202	115,926	(12,668)	115,926	59,586	59,586	84,887	84,887	84,887	84,887	84,888	**827,195**	673,514	153,681
8012	Education Protection Account	-	-	-	5,502	-	5,501	-	-	6,874	-	-	-	9,618	**27,494**	21,991	5,503
8096	In Lieu of Property Taxes	-	-	-	-	-	-	55,193	55,193	250,533	125,266	125,266	125,266	125,266	**861,984**	664,085	197,899
		-	32,202	32,202	121,428	(12,668)	121,427	114,779	114,779	342,293	210,153	210,153	210,153	219,772	**1,716,674**	**1,359,590**	**357,084**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	1,238	1,238	2,942	2,942	2,942	2,942	2,942	**17,184**	13,745	3,440
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	14,751	**14,751**	-	14,751
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	2,946	**2,946**	-	2,946
8296	Other Federal Revenue	-	-	-	-	-	-	1,151	-	-	1,151	-	-	2,302	**4,603**	-	4,603
		-	-	-	-	-	-	2,389	1,238	2,942	4,092	2,942	2,942	22,940	**39,484**	**13,745**	**25,740**
Other State Revenue																	
8311	State Special Education	4,713	4,713	8,483	8,483	8,483	-	8,788	8,788	13,909	13,909	13,909	13,909	13,909	**121,993**	97,575	24,418
8550	Mandated Cost	-	-	-	-	-	3,885	-	-	-	-	-	-	-	**3,885**	3,873	12
8560	State Lottery	-	-	-	-	-	14,096	6,849	-	-	6,849	-	-	6,436	**34,231**	26,060	8,171
8599	Other State Revenue	-	-	-	1,602	445	2,275	619	619	619	619	619	619	(1,160)	**6,874**	5,498	1,376
		4,713	4,713	8,483	10,085	8,928	20,256	16,256	9,406	14,527	21,377	14,527	14,527	19,185	**166,982**	**133,005**	**33,977**
Other Local Revenue																	
8660	Interest Revenue	-	3,386	-	3,567	-	462	-	-	-	-	-	-	-	**7,415**	-	7,415
		-	3,386	-	3,567	-	462	-	-	-	-	-	-	-	**7,415**	-	**7,415**
Total Revenue		**4,713**	**40,301**	**40,685**	**135,080**	**(3,740)**	**142,145**	**133,423**	**125,423**	**359,762**	**235,622**	**227,622**	**227,622**	**261,897**	**1,930,555**	**1,506,339**	**424,216**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	28,107	44,521	30,265	30,265	35,516	30,884	38,423	38,423	38,423	38,423	38,423	38,423	46,108	**476,207**	399,493	(76,714)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	13	13	13	13	13	13	16	**96**	156	60
1200	Pupil Support Salaries	3,055	2,503	2,580	2,580	3,631	2,372	3,979	3,979	3,979	3,979	3,979	3,979	4,775	**45,373**	30,771	(14,601)
1300	Administrators' Salaries	5,512	3,576	3,490	3,490	4,233	3,398	5,397	5,397	5,397	5,397	5,397	5,397	6,477	**62,562**	50,805	(11,757)
		36,674	50,601	36,335	36,335	43,380	36,655	47,813	47,813	47,813	47,813	47,813	47,813	57,376	**584,237**	**481,225**	**(103,012)**
Classified Salaries																	
2100	Instructional Salaries	65	105	73	73	89	77	93	93	93	93	93	93	111	**1,151**	987	(164)
2200	Support Salaries	178	110	110	110	144	110	149	149	149	149	149	149	178	**1,834**	1,582	(253)
2300	Classified Administrators' Salaries	843	537	552	552	880	535	680	680	680	680	680	680	816	**8,796**	7,401	(1,395)
2400	Clerical and Office Staff Salaries	152	96	149	149	258	176	224	224	224	224	224	224	269	**2,593**	1,330	(1,262)
		1,237	848	885	885	1,371	899	1,146	1,146	1,146	1,146	1,146	1,146	1,375	**14,374**	**11,300**	**(3,073)**
Benefits																	
3101	STRS	-	-	-	-	-	160	8,969	8,969	8,969	8,969	8,969	8,969	55,617	**109,588**	63,829	(45,759)
3301	OASDI	252	168	178	178	237	171	68	68	68	68	68	68	-	**1,591**	487	(1,105)
3311	Medicare	518	720	507	507	625	517	697	697	697	697	697	697	-	**7,575**	4,959	(2,615)
3401	Health and Welfare	-	-	-	-	949	51,053	12,675	12,675	12,675	12,675	12,675	12,675	-	**128,053**	97,682	(30,371)
3501	State Unemployment	31	40	42	42	4	32	10,281	8,225	4,113	2,056	2,056	2,056	12,146	**41,126**	28,731	(12,395)
3601	Workers' Compensation	-	-	982	720	-	6	673	673	673	673	673	673	-	**5,744**	4,788	(956)
		801	928	1,709	1,447	1,815	51,938	33,363	31,306	27,194	25,138	25,138	25,138	67,763	**293,677**	**200,476**	**(93,201)**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	62	-	9,783	3,509	930	930	930	930	930	930	-	**18,934**	7,400	(11,534)
4200	Books and Reference Materials	-	-	-	-	-	54,279	20,320	20,320	20,320	20,320	20,320	20,320	-	**176,199**	162,500	(13,699)
4302	School Supplies	-	456	726	86	288	-	6,590	6,590	6,590	6,590	6,590	6,590	-	**41,096**	18,387	(22,709)
4305	Software	-	487	4,398	11,002	9,949	27,472	6,907	6,907	6,907	6,907	6,907	6,907	(25,681)	**69,067**	69,067	-
4310	Office Expense	-	6	177	7	11	1,320	211	211	211	211	211	211	-	**2,789**	2,535	(254)
4311	Business Meals	-	-	-	-	-	-	284	284	284	284	284	284	-	**1,701**	3,402	1,701
4400	Noncapitalized Equipment	-	569	6,156	354	77	682	7,480	7,480	7,480	7,480	7,480	7,480	-	**52,715**	41,407	(11,308)
		-	1,518	11,520	11,450	20,109	87,262	42,721	42,721	42,721	42,721	42,721	42,721	(25,681)	**362,501**	**304,698**	**(57,804)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	504	-	-	-	-	-	-	-	**504**	-	(504)
5102	Special Education	-	320	-	266	4,434	3,302	12,710	12,710	12,710	12,710	12,710	12,710	-	**84,581**	101,600	17,019
5103	Substitute Teacher	-	-	-	-	-	4,030	-	-	-	-	-	-	-	**4,030**	-	(4,030)
5106	Other Educational Consultants	-	30	-	6	19	7,233	21,020	21,020	21,020	21,020	21,020	21,020	-	**133,404**	106,522	(26,882)
5107	Instructional Services	-	-	-	-	-	2,080	-	-	-	-	-	-	-	**2,080**	-	(2,080)
		-	350	-	271	4,452	17,148	33,730	33,730	33,730	33,730	33,730	33,730	-	**224,599**	**208,122**	**(16,477)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	10	2,000	2,000	2,000	2,000	2,000	2,000	-	**12,010**	16,000	3,990
5300	Dues & Memberships	-	1,535	-	10	-	2,004	133	133	133	133	133	133	-	**4,350**	1,300	(3,050)
5400	Insurance	-	-	148	261	-	1,211	17	17	17	17	17	17	-	**1,720**	100	(1,620)
5501	Utilities	-	-	-	-	-	-	46	46	46	46	46	46	-	**279**	557	279
5502	Janitorial Services	-	-	-	-	-	-	92	92	92	92	92	92	-	**550**	900	350
5900	Communications	-	-	26	29	32	55	1,654	1,654	1,654	1,654	1,654	1,654	-	**10,068**	13,043	2,975
5901	Postage and Shipping	-	-	-	-	3	2,159	-	-	-	-	-	-	-	**2,162**	-	(2,162)

FY23-24 CalOps Central Coast

Monthly Cash Flow/Forecast FY23-24

Revised 01/19/24

Actuals Through: 12/31/2023

ADA = 137.47

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
		-	1,535	173	300	35	5,440	3,942	3,942	3,942	3,942	3,942	3,942	-	**31,138**	**31,900**	**762**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	-	685	685	685	685	685	685	-	**4,110**	6,520	2,410
5602	Additional Rent	-	58	88	-	-	628	29	29	29	29	29	29	-	**948**	348	(600)
5603	Equipment Leases	-	-	-	-	-	-	32	32	32	32	32	32	-	**190**	380	190
		-	58	88	-	-	628	746	746	746	746	746	746	-	**5,248**	**7,248**	**2,000**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	39,066	7,820	7,820	7,820	7,820	7,820	7,820	(7,786)	**78,200**	62,500	(15,700)
5802	Audit & Taxes	-	-	6	68	48	4,080	-	-	-	-	-	-	-	**4,201**	918	(3,283)
5803	Legal	-	-	63	109	9	209	437	437	437	437	437	437	-	**3,011**	5,242	2,231
5804	Professional Development	-	-	551	183	412	2,500	1,212	1,212	1,212	1,212	1,212	1,212	-	**10,918**	14,543	3,625
5805	General Consulting	-	1	375	501	377	49,038	2,424	2,424	2,424	2,424	2,424	2,424	(56,000)	**8,832**	12,106	3,274
5807	Bank Charges	-	-	25	-	-	-	133	133	133	133	133	133	-	**825**	1,599	775
5809	Other taxes and fees	-	4	8	0	6	16	492	492	492	492	492	492	-	**2,985**	5,903	2,918
5810	Payroll Service Fee	-	-	-	-	-	14,375	-	-	-	-	-	-	-	**14,375**	-	(14,375)
5811	Management Fee	-	1,192	596	619	615	622	733	733	733	733	733	733	-	**8,044**	7,150	(894)
5812	District Oversight Fee	-	-	-	-	-	-	1,148	1,148	3,423	2,102	2,102	2,102	5,144	**17,167**	13,596	(3,571)
5815	Public Relations/Recruitment	-	722	644	-	452	12,192	1,229	1,229	1,229	1,229	1,229	1,229	-	**21,386**	14,753	(6,633)
		69	1,987	2,391	1,480	2,476	122,097	15,577	15,577	17,852	16,530	16,530	16,530	(59,152)	**169,943**	**138,310**	**(31,633)**
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**38,781**	**57,823**	**53,101**	**52,168**	**73,638**	**322,067**	**179,037**	**176,981**	**175,143**	**171,765**	**171,765**	**171,765**	**41,682**	**1,685,717**	**1,383,280**	**(302,437)**
Monthly Surplus (Deficit)		**(34,068)**	**(17,522)**	**(12,416)**	**82,912**	**(77,378)**	**(179,923)**	**(45,613)**	**(51,557)**	**184,619**	**63,857**	**55,857**	**55,857**	**220,215**	**244,838**	**123,060**	**121,778**
															12.7%		
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(34,068)	(17,522)	(12,416)	82,912	(77,378)	(179,923)	(45,613)	(51,557)	184,619	63,857	55,857	55,857	220,215	**244,838**		
	Cash flows from operating activities																
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Public Funding Receivables	-	-	(32,202)	32,202	-		107,835	-	-	-	-	-	(261,897)	**(154,062)**		
	Grants and Contributions Rec.	-	420,525	1,829	(151,463)	3,910	(445)	-	-	-	-	-	-	-	**274,356**		
	Due To/From Related Parties	38,712	57,168	53,111	(600,440)	72,801	118,123	-	-	-	-	-	(485,000)	-	**(745,524)**		
	Prepaid Expenses	-	-	-	-	-		-	-	-	-	-	-	-	**-**		
	Other Assets	-	-	-	-	-		-	-	-	-	-	-	-	**-**		
	Accounts Payable	-	1,190	(50,030)	-	-		-	-	-	-	-	-	41,682	**(7,159)**		
	Accrued Expenses	-	(5,408)	48,681	-	-	160	-	-	-	-	-	-	-	**43,432**		
	Other Liabilities	-	-	-	-	-		-	-	-	-	-	-	-	**-**		
	Cash flows from investing activities					-											
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Cash flows from financing activities																
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		4,644	455,953	8,973	(636,790)	(667)	(62,085)	62,222	(51,557)	184,619	63,857	55,857	(429,143)				
Cash, Beginning of Month		977,537	982,181	1,438,133	1,447,106	810,317	809,650	747,566	809,787	758,230	942,849	1,006,705	1,062,562				
Cash, End of Month		**982,181**	**1,438,133**	**1,447,106**	**810,317**	**809,650**	**747,566**	**809,787**	**758,230**	**942,849**	**1,006,705**	**1,062,562**	**633,418**				

California Online Public Schools

Financial Package
December 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Central Coast

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 115,926	$ 60,657	$ 55,269	$ 283,588	$ 249,368	$ 34,220	$ 673,514
Education Protection Account	5,501	5,498	3	11,003	10,996	7	21,991
In Lieu of Property Taxes	-	53,163	(53,163)	-	279,103	(279,103)	664,085
Total State Aid - Revenue Limit	121,427	119,317	2,110	294,591	539,466	(244,875)	1,359,590
Federal Revenue							
Special Education - Entitlement	-	1,238	(1,238)	-	5,089	(5,089)	13,745
Total Federal Revenue	-	1,238	(1,238)	-	5,089	(5,089)	13,745
Other State Revenue							
State Special Education	-	8,788	(8,788)	34,875	36,127	(1,252)	97,575
Mandated Cost	3,885	3,873	12	3,885	3,873	12	3,873
State Lottery	14,096	-	14,096	14,096	-	14,096	26,060
Other State Revenue	2,275	495	1,780	4,322	2,034	2,288	5,498
Total Other State Revenue	20,256	13,155	7,101	57,178	42,034	15,144	133,005
Other Local Revenue							
Interest Revenue	462	-	462	7,415	-	7,415	-
Total Other Local Revenue	462	-	462	7,415	-	7,415	-
Total Revenues	**142,145**	**133,710**	**8,435**	**359,184**	**586,589**	**(227,405)**	**1,506,339**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 30,884	$ 27,743	$ (3,142)	$ 199,559	$ 166,455	$ (33,103)	$ 399,493
Teachers' Extra Duty/Stipends	-	11	11	-	65	65	156
Pupil Support Salaries	2,372	2,137	(235)	16,721	12,821	(3,899)	30,771
Administrators' Salaries	3,398	3,528	130	23,701	21,169	(2,532)	50,805
Total Certificated Salaries	36,655	33,418	(3,236)	239,980	200,511	(39,469)	481,225
Classified Salaries							
Instructional Salaries	77	69	(9)	483	411	(71)	987
Support Salaries	110	110	(1)	764	659	(105)	1,582
Supervisors' and Administrators' Salaries	535	514	(21)	3,899	3,084	(815)	7,401
Clerical and Office Staff Salaries	176	92	(84)	979	554	(425)	1,331
Total Classified Salaries	899	785	(114)	6,124	4,708	(1,416)	11,300
Benefits							
State Teachers' Retirement System, certificated positions	160	5,319	5,160	160	31,915	31,755	63,829
OASDI/Medicare/Alternative, certificated positions	171	41	(130)	1,184	243	(940)	486
Medicare/Alternative, certificated positions	517	413	(104)	3,394	2,480	(914)	4,959
Health and Welfare Benefits, certificated positions	51,053	8,140	(42,913)	52,002	48,841	(3,161)	97,682
State Unemployment Insurance, certificated positions	32	1,437	1,405	191	8,619	8,428	28,731
Workers' Compensation Insurance, certificated positions	6	399	393	1,708	2,394	686	4,788
Total Benefits	51,938	15,749	(36,190)	58,638	94,492	35,854	200,476
Books & Supplies							
Textbooks and Core Materials	3,509	617	(2,892)	13,354	3,700	(9,654)	7,400
Books and Reference Materials	54,279	13,542	(40,738)	54,279	81,250	26,971	162,500
School Supplies	-	1,532	1,532	1,557	9,193	7,636	18,387
Software	27,472	5,756	(21,716)	53,308	34,533	(18,774)	69,067
Office Expense	1,320	211	(1,109)	1,522	1,268	(254)	2,535
Business Meals	-	284	284	-	1,701	1,701	3,402
Noncapitalized Equipment	682	3,451	2,768	7,838	20,703	12,866	41,407
Total Books & Supplies	87,262	25,391	(61,870)	131,858	152,349	20,491	304,698
Subagreement Services							
Nursing	504	-	(504)	504	-	(504)	-
Special Education	3,302	8,467	5,165	8,321	50,800	42,479	101,600
Substitute Teacher	4,030	-	(4,030)	4,030	-	(4,030)	-
Other Educational Consultants	7,233	8,877	1,644	7,286	53,261	45,975	106,522
Instructional Services	2,080	-	(2,080)	2,080	-	(2,080)	-
Total Subagreement Services	17,148	17,344	195	22,221	104,061	81,840	208,122
Operations & Housekeeping							
Auto and Travel	10	1,333	1,323	10	8,000	7,990	16,000
Dues & Memberships	2,004	108	(1,896)	3,550	650	(2,900)	1,300

California Online Public Schools Central Coast

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Insurance	1,211	8	(1,203)	1,620	50	(1,570)	100
Utilities	-	46	46	-	279	279	557
Janitorial Services	-	75	75	-	450	450	900
Communications	55	1,087	1,032	142	6,522	6,379	13,043
Postage and Shipping	2,159	-	(2,159)	2,162	-	(2,162)	-
Total Operations & Housekeeping	5,440	2,658	(2,782)	7,484	15,950	8,466	31,900
Facilities, Repairs & Other Leases							
Rent	-	543	543	-	3,260	3,260	6,520
Additional Rent	628	29	(599)	774	174	(600)	348
Equipment Leases	-	32	32	-	190	190	380
Total Facilities, Repairs & Other Leases	628	604	(24)	774	3,624	2,850	7,248
Professional/Consulting Services							
IT	39,066	5,208	(33,857)	39,066	31,250	(7,816)	62,500
Audit & Taxes	4,080	306	(3,774)	4,201	918	(3,283)	918
Legal	209	437	228	390	2,621	2,231	5,242
Professional Development	2,500	1,212	(1,288)	3,646	7,272	3,626	14,543
General Consulting	49,038	1,009	(48,029)	50,291	6,053	(44,238)	12,106
Special Activities/Field Trips	-	-	-	309	-	(309)	-
Bank Charges	-	133	133	25	800	775	1,599
Other Taxes and Fees	16	492	476	34	2,952	2,918	5,903
Payroll Service Fee	14,375	-	(14,375)	14,375	-	(14,375)	-
Management Fee	622	596	(26)	3,644	3,575	(69)	7,150
District Oversight Fee	-	1,193	1,193	-	5,395	5,395	13,596
SPED Encroachment	-	-	-	510	-	(510)	-
Public Relations/Recruitment	12,192	1,229	(10,963)	14,010	7,377	(6,633)	14,753
Total Professional/Consulting Services	122,097	11,816	(110,281)	130,499	68,211	(62,289)	138,310
Total Expenses	**322,067**	**107,765**	**(214,303)**	**597,579**	**643,906**	**46,327**	**1,383,280**
Change in Net Assets	**(179,923)**	**25,945**	**(205,868)**	**(238,395)**	**(57,317)**	**(181,078)**	**123,060**
Net Assets, Beginning of Period	125,930			184,403			
Net Assets, End of Period	**$ (53,992)**			**$ (53,992)**			

California Online Public Schools

Statement of Financial Position

December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	19,751,553	$ 7,742,389	$ 14,246,531	$ 1,860,529	$ 2,433,289	$ 747,566	$ 46,781,856
Accounts Receivable	(8,789,893)	(1,049,474)	1,336,746	222,712	(192,377)	(21,630)	(8,493,916)
Due To/From Related Parties	14,904,280	(3,032,163)	(8,409,778)	(747,388)	(2,228,695)	(486,256)	-
Prepaid Expenses	283,964	35,329	75,985	-	8,506	-	403,784
Total Current Assets	**26,149,904**	**3,696,081**	**7,249,484**	**1,335,853**	**20,722**	**239,679**	**38,691,724**
Long-Term Assets							
Property & Equipment, Net	20,958	-	116,761	-	-	-	137,719
Deposits	20,287	100	-	-	-	-	20,387
Total Long Term Assets	**41,246**	**100**	**116,761**	**-**	**-**	**-**	**158,106**
Total Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**
Liabilities							
Current Liabilities							
Accounts Payable	$ 1,107	$ -	$ 200	$ -	$ -	$ -	1,307
Accrued Liabilities	(417,156)	(438,891)	1,247,648	210,700	422,265	106,009	1,130,576
Deferred Revenue	7,966,730	1,321,229	2,366,373	367,413	531,408	187,176	12,740,328
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Total Current Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Long-Term Liabilities							
Total Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Total Net Assets	18,614,863	2,810,327	3,743,365	756,495	(935,278)	(53,992)	24,935,779
Total Liabilities and Net Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**

California Online Public Schools

Statement of Cash Flows

For the period ended December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 12/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ 1,332,451	$ (787,204)	$ (3,090,919)	$ (280,799)	$ (973,898)	$ (179,923)	$ (3,980,291)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Decrease/(Increase) in Operating Assets:							
Grants, Contributions & Pledges Receivable	(5,075,819)	581,281	3,706	72,957	26,523	(445)	(4,391,798)
Due from Related Parties	(3,241,052)	722,373	1,737,279	150,245	513,031	118,123	-
Prepaid Expenses	223,887	-	-	1,501	-	-	225,388
Accounts Payable	1,107	-	200	-	-	-	1,307
Accrued Expenses	(1,709,724)	-	-	209	-	160	(1,709,356)
Deferred Revenue	-	(131,297)	-	-	(46,498)	-	(177,795)
Total Cash Flows from Operating Activities	**(8,469,149)**	**385,153**	**(1,349,735)**	**(55,887)**	**(480,841)**	**(62,085)**	**(10,032,545)**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	181	-	4,670	-	-	-	4,851
Total Cash Flows from Investing Activities	**181**	**-**	**4,670**	**-**	**-**	**-**	**4,851**
Change in Cash & Cash Equivalents	(8,468,969)	385,153	(1,345,065)	(55,887)	(480,841)	(62,085)	(10,027,694)
Cash & Cash Equivalents, Beginning of Period	28,220,521	7,357,237	15,591,596	1,916,416	2,914,130	809,650	56,809,550
Cash and Cash Equivalents, End of Period	**$ 19,751,553**	**$ 7,742,389**	**$ 14,246,531**	**$ 1,860,529**	**$ 2,433,289**	**$ 747,566**	**$ 46,781,856**

California Online Public Schools Central Coast

Accounts Payable Aging

December 31, 2023

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

California Online Public Schools Central Coast

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70010	Effectual Educational Consulting Serv	SpEd Svcs - 09/23	12/6/2023	$ 370.00
70011	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	430.00
70012	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 07/23	12/13/2023	202,449.61
70012	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 08/23	12/13/2023	202,449.61
70012	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 09/23	12/13/2023	202,449.61
70012	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 10/23	12/13/2023	202,449.61
70013	Oxford Consulting Services Inc.	SpEd Svcs - 10/23	12/19/2023	535.00

Total Disbursements Issued in December **$ 811,133.44**

CHARTER IMPACT

California Online Public Schools – Central Valley

Monthly Financial Presentation – December 2023

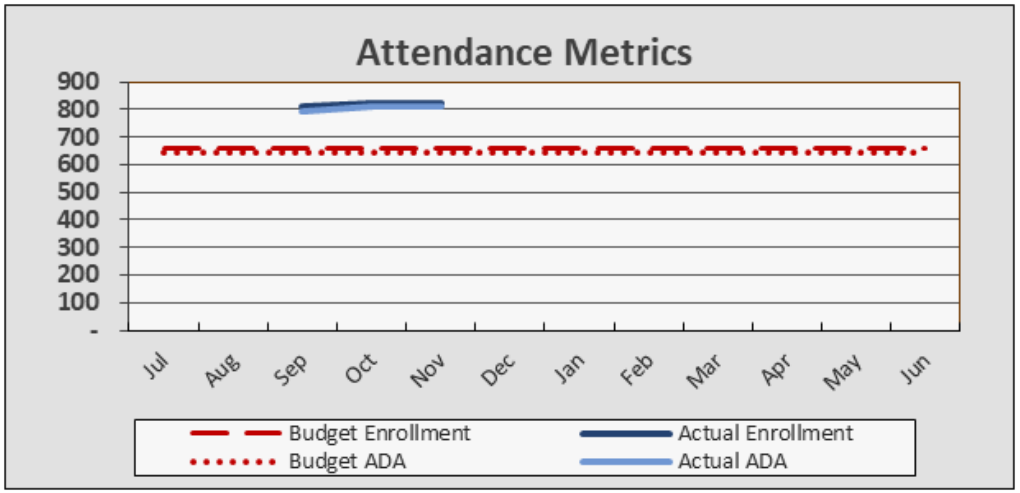
Highlights

- Enrollment forecasted at 825 students; up from 657
- Attendance forecasted at 809 (98%); up from 644
- Revenue forecasted at $12.6M; up $2.5M
- Expenses forecasted at $10.9M; up $1.5M
- **Surplus forecasted at $1.7M** with an ending fund balance forecasted at $5M
- Cash balance is at $7.7M

Attendance Data and Metrics

- Enrollment forecasted at 825 students; *trending positively (+25%)*
- ADA forecasted at 809; *in line with FY24 P1*
- Unduplicated rate of 65%

Enrollment & Per Pupil Data			
	Actual	***Forecast***	***Budget***
Average Enrollment	*820*	*825*	*657*
ADA	*804*	*809*	*644*
Attendance Rate	*98.0%*	*98.0%*	*98.0%*
Unduplicated %	*65.1%*	*65.1%*	*64.0%*
Revenue per ADA		*$15,638*	*$15,662*
Expenses per ADA		*$13,462*	*$14,517*



Revenue

- **FY24 annual revenues forecasted at $12.6M:**
  - Up $2.5M due to increased student count above plan

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 2,929,005	$ 3,560,133	$ (631,128)	$ 10,944,773	$ 8,640,774	$ 2,303,999
Federal Revenue	-	295,450	(295,450)	726,539	662,318	64,221
Other State Revenue	247,430	252,214	(4,784)	982,815	779,179	203,636
Other Local Revenue	1,514	-	1,514	1,514	-	1,514
Total Revenue	**$ 3,177,949**	**$ 4,107,796**	**$ (929,848)**	**$ 12,655,641**	**$ 10,082,271**	**$ 2,573,371**

Expenses

- **FY24 annual expenses forecasted at $10.9M**
  - Increases in salaries due to new hires and planned increases
  - Marginal increases driven by higher ADA (% share)
  - *Increased revenues outweigh increased cost (net positive)*

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 1,458,340	$ 1,218,487	$ (239,854)	$ 3,566,913	$ 2,924,368	$ (642,544)
Classified Salaries	37,215	28,613	(8,602)	87,743	68,671	(19,073)
Benefits	354,922	596,298	241,376	1,820,609	1,260,007	(560,602)
Books and Supplies	834,940	1,279,640	444,701	2,810,277	2,559,281	(250,996)
Subagreement Services	213,392	626,943	413,551	1,321,459	1,253,886	(67,574)
Operations	38,093	73,973	35,880	125,415	147,945	22,530
Facilities	14,569	21,500	6,931	41,619	43,000	1,381
Professional Services	737,910	539,176	(198,733)	1,120,494	1,088,250	(32,244)
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Total Expenses	**$ 3,689,380**	**$ 4,384,629**	**$ 695,249**	**$ 10,894,528**	**$ 9,345,407**	**$ (1,549,122)**

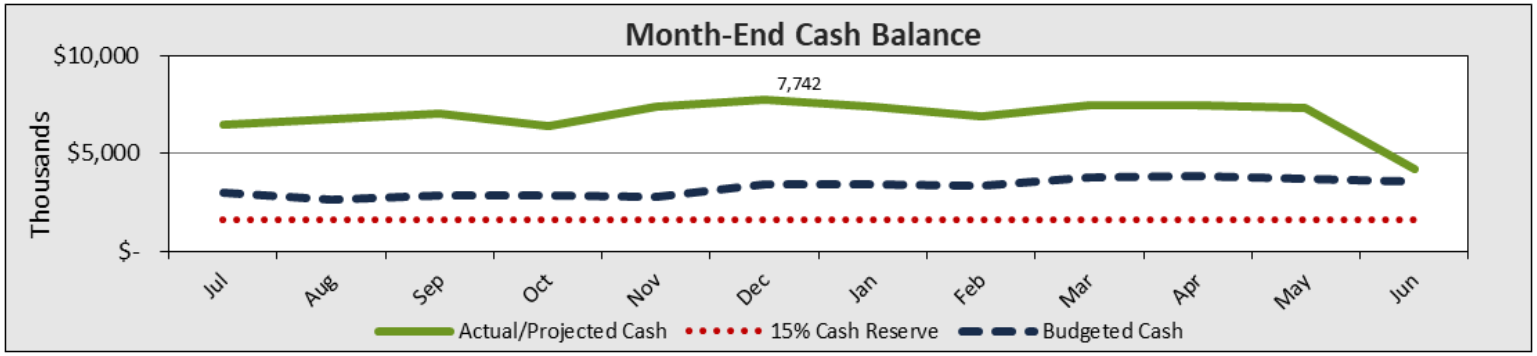
Fund Balance

- **Annual surplus forecasted at $1.7M**
- Ending fund balance forecasted at $5M (*47% of total expenses*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (511,431)**	**$ (276,833)**	**$ (234,598)**	**$ 1,761,113**	**$ 736,864**	**$ 1,024,249**
Beginning Fund Balance	3,321,758	3,321,758		3,321,758	3,321,758	
Ending Fund Balance	**$ 2,810,327**	**$ 3,044,925**		**$ 5,082,871**	**$ 4,058,622**	
As a % of Annual Expenses	*25.8%*	*32.6%*		*46.7%*	*43.4%*	

Cash Balance

- **Current cash balance of $7.7M** (*250 days*)
- Cash projected at $4.5M by fiscal year end
  - *Sorting through some items here*



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Set by Authorizer (by Jan 17)	**Principal Apportionment P1** - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	Charter Impact with CalOps support	No	Yes	https://www.cde.ca.gov/fg/sf/pa/
DATA	2-Jan	**CALPADS - Fall 2 Submission Window opens -** Information will be used by the US Department of Education and the California Department of Education to gain insights into student course enrollments, services rendered in support of school's English Learner population, staff assignments and full-time equivalent levels. The reported data represent a snapshot of a school's status in the previously listed areas per Census Day, October 4,2023. Schools have until March 1, 2024 to certified data. **IMPORTANT**: Fall 2 Staff assignment data will be referenced by the Commission on Teacher Credentialing (CTC) for accountability purposes. CTC will cross reference teachers' credential information with the courses/sections they are assigned to teach. CTC will report misassignments/discrepancies to your charter authorizer.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	12-Jan	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2023 - December 31, 2023.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	15-Jan	**Consolidated Application (ConApp) reporting** - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	17-Jan	**Mid-Year Expenditure Report due to SELPA** - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	19-Jan	**SELPA ADA/Enrollment report #2** - Interim financial reporting due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
DATA	26-Jan	**CALPADS - Fall 1 Amendment deadline** - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	31-Jan	**Federal Cash Management - Period 3 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/

Compliance Reporting

DATA	1-Feb	**School Accountability Report Card -** All public schools in California are required to prepare an annual SARC (2022/23). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	CalOps	Yes	No	https://www.cde.ca.gov/ta/ac/sa/
FINANCE	1-Feb	**Nonclassroom-Based Funding Determination -** Charter schools with an existing funding determination ending in 2023/24 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp
FINANCE	15-Feb	**Board of Equalization Property Tax Exemption** - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	20-Feb	**Certification of the First Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	26-Feb	**CRDC - 2023-24 Submission Window (Dec 11, 2023-Feb 26, 2024) -** The CRDC collects key information on civil rights indicators, including student enrollment and educational programs and services, most of which is disaggregated by race and ethnicity, sex, limited English proficiency, and disability status.	Charter Impact submits with data provided by CalOps	No	No	https://crdc.communities.ed.gov/#program
FINANCE	28-Feb	**E-Rate FCC Form 470 Due date (FY2024)** - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2024 filing window.	CalOps	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Set by Authorizer (by Mar 15)	**2nd Interim Financial Report** - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

Appendix

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

FY23-24 CalOps Central Valley

Monthly Cash Flow/Forecast FY23-24

Revised: 01/19/24

Actuals Through: 12/31/2023

ADA = 809.28

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA =**	**643.74**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	298,722	301,344	542,418	543,157	524,903	568,468	568,468	876,406	876,406	876,406	876,406	866,963	**7,720,066**	6,119,923	1,600,144
8012	Education Protection Account	-	-	-	-	-	543,157	-	-	676,614	-	-	-	1,483,588	**2,703,359**	2,134,271	569,088
8096	In Lieu of Property Taxes	-	-	-	75,130	33,391	66,782	34,082	34,082	92,627	46,313	46,313	46,313	46,313	**521,348**	386,580	134,768
		-	298,722	301,344	617,548	576,548	1,134,842	602,550	602,550	1,645,647	922,719	922,719	922,719	2,396,864	**10,944,773**	**8,640,774**	**2,303,999**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	7,440	7,440	17,256	17,256	17,256	17,256	17,256	**101,160**	80,468	20,693
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	143,239	**143,239**	140,532	2,707
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	22,752	**22,752**	22,324	428
8296	Other Federal Revenue	-	-	-	-	-	-	112,050	-	-	112,050	-	-	224,100	**448,200**	408,030	40,170
		-	-	-	-	-	-	119,490	7,440	17,256	129,306	17,256	17,256	418,534	**726,539**	**662,318**	**64,221**
Other State Revenue																	
8311	State Special Education	27,750	27,750	49,950	49,950	49,950	-	52,817	52,817	81,435	81,435	81,435	81,435	81,435	**718,158**	571,257	146,901
8550	Mandated Cost	-	-	-	-	-	22,682	-	-	-	-	-	-	-	**22,682**	23,168	(486)
8560	State Lottery	-	-	-	-	-	-	41,167	-	-	41,167	-	-	119,177	**201,511**	152,567	48,945
8599	Other State Revenue	-	2,621	-	-	-	16,777	3,642	3,642	3,642	3,642	3,642	3,642	(784)	**40,464**	32,187	8,277
		27,750	30,371	49,950	49,950	49,950	39,459	97,626	56,459	85,077	126,244	85,077	85,077	199,827	**982,815**	**779,179**	**203,636**
Other Local Revenue																	
8660	Interest Revenue	83	98	93	102	103	1,035	-	-	-	-	-	-	-	**1,514**	-	1,514
		83	98	93	102	103	1,035	-	-	-	-	-	-	-	**1,514**	**-**	**1,514**
Total Revenue		**27,833**	**329,192**	**351,387**	**667,600**	**626,602**	**1,175,336**	**819,666**	**666,448**	**1,747,979**	**1,178,269**	**1,025,052**	**1,025,052**	**3,015,226**	**12,655,641**	**10,082,271**	**2,573,371**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	170,803	270,551	183,919	183,919	215,831	187,682	235,343	235,343	235,343	235,343	235,343	235,343	282,411	**2,907,171**	2,427,687	(479,484)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	82	82	82	82	82	82	98	**588**	948	360
1200	Pupil Support Salaries	18,564	15,212	15,678	15,678	22,065	14,414	24,374	24,374	24,374	24,374	24,374	24,374	29,249	**277,103**	186,996	(90,107)
1300	Administrators' Salaries	33,498	21,734	21,210	21,210	25,723	20,651	33,059	33,059	33,059	33,059	33,059	33,059	39,671	**382,051**	308,737	(73,313)
		222,865	307,496	220,807	220,807	263,619	222,747	292,857	292,857	292,857	292,857	292,857	292,857	351,429	**3,566,913**	**2,924,368**	**(642,544)**
Classified Salaries																	
2100	Instructional Salaries	394	639	445	445	539	471	569	569	569	569	569	569	682	**7,026**	6,000	(1,026)
2200	Support Salaries	1,079	671	671	671	876	671	911	911	911	911	911	911	1,093	**11,197**	9,611	(1,586)
2300	Classified Administrators' Salaries	5,121	3,264	3,355	3,355	5,350	3,248	4,166	4,166	4,166	4,166	4,166	4,166	4,999	**53,686**	44,975	(8,711)
2400	Clerical and Office Staff Salaries	922	582	904	904	1,565	1,071	1,373	1,373	1,373	1,373	1,373	1,373	1,647	**15,834**	8,085	(7,749)
		7,516	5,156	5,375	5,375	8,331	5,461	7,018	7,018	7,018	7,018	7,018	7,018	8,421	**87,743**	**68,671**	**(19,073)**
Benefits																	
3101	STRS	-	-	970	-	-	-	55,110	55,110	55,110	55,110	55,110	55,110	339,596	**671,229**	387,885	(283,344)
3202	PERS	-	-	-	-	-	-	1,819	1,819	1,819	1,819	1,819	1,819	-	**10,912**	12,876	1,964
3301	OASDI	1,534	1,021	1,080	1,080	1,439	1,039	418	418	418	418	418	418	-	**9,698**	2,957	(6,741)
3311	Medicare	3,147	4,373	3,083	3,083	3,798	3,141	4,281	4,281	4,281	4,281	4,281	4,281	-	**46,314**	30,138	(16,175)
3401	Health and Welfare	-	-	-	-	5,768	308,824	82,202	82,202	82,202	82,202	82,202	82,202	14,218	**822,024**	628,524	(193,500)
3501	State Unemployment	189	242	256	256	26	194	56,313	45,050	22,525	11,263	11,263	11,263	66,412	**225,250**	168,528	(56,722)
3601	Workers' Compensation	-	-	5,967	4,376	-	37	4,134	4,134	4,134	4,134	4,134	4,134	-	**35,182**	29,099	(6,083)
		4,870	5,636	11,355	8,795	11,030	313,236	204,277	193,014	170,489	159,227	159,227	159,227	420,226	**1,820,609**	**1,260,007**	**(560,602)**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	379	-	59,451	6,460	5,310	5,310	5,310	5,310	5,310	5,310	-	**98,151**	42,300	(55,851)
4200	Books and Reference Materials	-	-	-	-	-	359,494	88,652	88,652	88,652	88,652	88,652	88,652	-	**891,406**	886,520	(4,886)
4302	School Supplies	-	2,773	548	525	1,751	-	24,109	24,109	24,109	24,109	24,109	24,109	-	**150,252**	33,932	(116,320)
4305	Software	-	2,959	30,640	55,071	60,461	204,756	42,060	42,060	42,060	42,060	42,060	42,060	(185,646)	**420,600**	420,600	-
4310	Office Expense	-	36	1,079	42	70	733	1,427	1,427	1,427	1,427	1,427	1,427	-	**10,520**	14,268	3,748
4311	Business Meals	-	-	-	-	-	-	1,639	1,639	1,639	1,639	1,639	1,639	-	**9,833**	19,666	9,833
4400	Noncapitalized Equipment	-	3,455	37,409	2,152	466	4,230	196,967	196,967	196,967	196,967	196,967	196,967	-	**1,229,515**	1,141,995	(87,520)
		-	9,223	70,055	57,790	122,199	575,674	360,164	360,164	360,164	360,164	360,164	360,164	(185,646)	**2,810,277**	**2,559,281**	**(250,996)**
Subagreement Services																	
5102	Special Education	-	3,575	30,049	15,431	37,922	38,657	66,900	66,900	66,900	66,900	66,900	66,900	-	**527,033**	638,500	111,467
5103	Substitute Teacher	-	-	-	-	-	7,370	-	-	-	-	-	-	-	**7,370**	-	(7,370)
5106	Other Educational Consultants	-	180	-	35	143	65,845	117,778	117,778	117,778	117,778	117,778	117,778	-	**772,870**	615,386	(157,484)
5107	Instructional Services	-	-	-	-	-	14,187	-	-	-	-	-	-	-	**14,187**	-	(14,187)
		-	3,755	30,049	15,466	38,065	126,058	184,678	184,678	184,678	184,678	184,678	184,678	-	**1,321,459**	**1,253,886**	**(67,574)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	63	3,146	3,146	3,146	3,146	3,146	3,146	-	**18,940**	37,754	18,814
5300	Dues & Memberships	-	2,934	159	63	-	12,276	1,242	1,242	1,242	1,242	1,242	1,242	-	**22,881**	11,800	(11,081)
5400	Insurance	-	-	897	1,584	-	7,375	92	92	92	92	92	92	-	**10,406**	900	(9,506)
5501	Utilities	-	-	-	-	-	-	268	268	268	268	268	268	-	**1,611**	3,221	1,611
5502	Janitorial Services	-	-	-	-	-	-	583	583	583	583	583	583	-	**3,500**	5,600	2,100
5900	Communications	-	-	156	178	194	339	8,975	8,975	8,975	8,975	8,975	8,975	-	**54,718**	85,700	30,982
5901	Postage and Shipping	-	-	-	-	18	11,857	248	248	248	248	248	248	-	**13,360**	2,970	(10,390)
		-	2,934	1,212	1,826	212	31,910	14,554	14,554	14,554	14,554	14,554	14,554	-	**125,415**	**147,945**	**22,530**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	-	4,158	4,158	4,158	4,158	4,158	4,158	-	**24,946**	38,791	13,846
5602	Additional Rent	-	-	532	4,140	8,811	1,086	168	168	168	168	168	168	-	**15,574**	2,010	(13,564)
5603	Equipment Leases	-	-	-	-	-	-	183	183	183	183	183	183	-	**1,100**	2,199	1,100

FY23-24 CalOps Central Valley

Monthly Cash Flow/Forecast FY23-24

Revised: 01/19/24

Actuals Through: 12/31/2023

ADA = 809.28

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
		-	-	532	4,140	8,811	1,086	4,508	4,508	4,508	4,508	4,508	4,508	-	**41,619**	**43,000**	**1,381**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	185,099	65,670	65,670	65,670	65,670	65,670	65,670	77,581	**656,700**	522,400	(134,300)
5802	Audit & Taxes	-	-	37	411	290	23,660	-	-	-	-	-	-	-	**24,398**	5,308	(19,090)
5803	Legal	-	-	382	664	54	1,278	-	-	-	-	-	-	-	**2,378**	-	(2,378)
5804	Professional Development	-	-	3,346	1,113	2,506	15,833	7,006	7,006	7,006	7,006	7,006	7,006	19,238	**84,073**	84,073	-
5805	General Consulting	-	6	2,781	3,042	2,292	318,673	26,507	26,507	26,507	26,507	26,507	26,507	(510,752)	**(24,917)**	206,823	231,740
5807	Bank Charges	116	113	107	78	95	100	83	83	83	83	83	83	-	**1,107**	1,000	(107)
5809	Other taxes and fees	-	21	47	1	38	47	3,800	3,800	3,800	3,800	3,800	3,800	-	**22,956**	45,604	22,648
5810	Payroll Service Fee	-	-	-	-	-	88,044	-	-	-	-	-	-	-	**88,044**	-	(88,044)
5811	Management Fee	-	7,242	3,621	3,624	3,600	3,643	4,492	4,492	4,492	4,492	4,492	4,492	-	**48,679**	43,450	(5,229)
5812	District Oversight Fee	-	-	-	-	-	-	6,025	6,025	16,456	9,227	9,227	9,227	53,259	**109,448**	86,408	(23,040)
5815	Public Relations/Recruitment	-	4,385	3,911	-	2,749	49,990	7,765	7,765	7,765	7,765	7,765	7,765	-	**107,627**	93,184	(14,443)
		521	12,171	14,960	8,932	14,959	686,367	121,036	121,036	131,467	124,238	124,238	124,238	(363,671)	**1,120,494**	**1,088,250**	**(32,244)**
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**235,772**	**346,371**	**354,344**	**323,130**	**467,225**	**1,962,539**	**1,189,092**	**1,177,830**	**1,165,736**	**1,147,244**	**1,147,244**	**1,147,244**	**230,759**	**10,894,528**	**9,345,407**	**(1,549,122)**
Monthly Surplus (Deficit)		**(207,939)**	**(17,179)**	**(2,957)**	**344,470**	**159,377**	**(787,204)**	**(369,427)**	**(511,381)**	**582,244**	**31,025**	**(122,192)**	**(122,192)**	**2,784,467**	**1,761,113**	**736,864**	**1,024,249**
Cash Flow Adjustments															16%		
Monthly Surplus (Deficit)		(207,939)	(17,179)	(2,957)	344,470	159,377	(787,204)	(369,427)	(511,381)	582,244	31,025	(122,192)	(122,192)	2,784,467	**1,761,113**		
Cash flows from operating activities																	
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Public Funding Receivables	2,337,530	1,215	-	(542,418)	542,418	581,281		-	-	-	-	-	(3,015,226)	**(95,200)**		
	Grants and Contributions Rec.	-	-	61,552	(278,832)	(259,466)	722,373	-	-	-	-	-	-	-	**245,627**		
	Due To/From Related Parties	(68,744)	416,368	322,754	(88,952)	449,005	-	-	-	-	-	-	(3,000,000)	-	**(1,969,570)**		
	Prepaid Expenses	-	(159)	159	(27,038)	-	-	-	-	-	-	-	-	-	**(27,038)**		
	Other Assets	-	-	-	-	-	(131,297)	-	-	-	-	-	-	-	**(131,297)**		
	Accounts Payable	-	(21,805)	(381,802)	-	-	-	-	-	-	-	-	-	230,759	**(172,847)**		
	Accrued Expenses	(1,075,623)	(112,159)	301,472	-	40,626	-	-	-	-	-	-	-	-	**(845,684)**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities					-	-											
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																	
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash		985,225	266,281	301,178	(592,771)	931,960	385,153	(369,427)	(511,381)	582,244	31,025	(122,192)	(3,122,192)				
Cash, Beginning of Month		5,465,365	6,450,589	6,716,870	7,018,048	6,425,277	7,357,237	7,742,389	7,372,963	6,861,582	7,443,825	7,474,851	7,352,659				
Cash, End of Month		**6,450,589**	**6,716,870**	**7,018,048**	**6,425,277**	**7,357,237**	**7,742,389**	**7,372,963**	**6,861,582**	**7,443,825**	**7,474,851**	**7,352,659**	**4,230,467**				

California Online Public Schools

Financial Package
December 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Academy Central Valley

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 524,903	$ 565,833	$ (40,929)	$ 2,210,545	$ 2,326,200	$ (115,656)	$ 6,119,923
Education Protection Account	543,157	533,568	9,589	543,157	1,067,135	(523,978)	2,134,271
In Lieu of Property Taxes	66,782	31,771	35,011	175,303	166,797	8,506	386,580
Total State Aid - Revenue Limit	1,134,842	1,131,171	3,671	2,929,005	3,560,133	(631,128)	8,640,774
Federal Revenue							
Special Education - Entitlement	-	7,440	(7,440)	-	30,586	(30,586)	80,468
Title I, Part A - Basic Low Income	-	105,399	(105,399)	-	140,532	(140,532)	151,496
Title II, Part A - Teacher Quality	-	16,743	(16,743)	-	22,324	(22,324)	22,324
Other Federal Revenue	-	-	-	-	102,008	(102,008)	408,030
Total Federal Revenue	-	129,582	(129,582)	-	295,450	(295,450)	662,318
Other State Revenue							
State Special Education	-	52,817	(52,817)	205,350	217,136	(11,786)	571,257
Mandated Cost	22,682	23,168	(486)	22,682	23,168	(486)	23,168
State Lottery	-	-	-	-	-	-	152,567
Other State Revenue	16,777	2,897	13,880	19,398	11,909	7,489	32,187
Total Other State Revenue	39,459	78,882	(39,423)	247,430	252,214	(4,784)	779,179
Other Local Revenue							
Interest Revenue	1,035	-	1,035	1,514	-	1,514	-
Total Other Local Revenue	1,035	-	1,035	1,514	-	1,514	-
Total Revenues	**1,175,336**	**1,339,635**	**(164,299)**	**3,177,949**	**4,107,796**	**(929,848)**	**10,082,271**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 187,682	$ 168,589	$ (19,092)	$ 1,212,703	$ 1,011,536	$ (201,167)	$ 2,427,687
Teachers' Extra Duty/Stipends	-	66	66	-	395	395	948
Pupil Support Salaries	14,414	12,986	(1,428)	101,611	77,915	(23,696)	186,996
Administrators' Salaries	20,651	21,440	789	144,026	128,641	(15,386)	308,737
Total Certificated Salaries	222,747	203,081	(19,666)	1,458,340	1,218,487	(239,854)	2,924,368
Classified Salaries							
Instructional Salaries	471	417	(54)	2,933	2,500	(433)	6,000
Support Salaries	671	667	(4)	4,640	4,005	(636)	9,611
Supervisors' and Administrators' Salaries	3,248	3,123	(125)	23,693	18,739	(4,954)	44,975
Clerical and Office Staff Salaries	1,071	561	(510)	5,949	3,369	(2,580)	8,085
Total Classified Salaries	5,461	4,769	(692)	37,215	28,613	(8,602)	68,670
Benefits							
State Teachers' Retirement System, certificated positions	-	32,324	32,324	970	193,943	192,973	387,885
Public Employees' Retirement System, classified positions	-	1,073	1,073	-	6,438	6,438	12,876
OASDI/Medicare/Alternative, certificated positions	1,039	246	(793)	7,192	1,478	(5,714)	2,957
Medicare/Alternative, certificated positions	3,141	2,512	(630)	20,625	15,069	(5,556)	30,138
Health and Welfare Benefits, certificated positions	308,824	52,377	(256,447)	314,592	314,262	(330)	628,524
State Unemployment Insurance, certificated positions	194	8,426	8,232	1,163	50,558	49,395	168,528
Workers' Compensation Insurance, certificated positions	37	2,425	2,388	10,380	14,550	4,170	29,099
Total Benefits	313,236	99,383	(213,853)	354,922	596,298	241,376	1,260,007
Books & Supplies							
Textbooks and Core Materials	6,460	3,525	(2,935)	66,291	21,150	(45,141)	42,300
Books and Reference Materials	359,494	73,877	(285,618)	359,494	443,260	83,766	886,520
School Supplies	-	2,828	2,828	5,597	16,966	11,369	33,932
Software	204,756	35,050	(169,706)	353,886	210,300	(143,586)	420,600
Office Expense	733	1,189	456	1,959	7,134	5,175	14,268
Business Meals	-	1,639	1,639	-	9,833	9,833	19,666
Noncapitalized Equipment	4,230	95,166	90,936	47,713	570,998	523,285	1,141,995
Total Books & Supplies	575,674	213,273	(362,400)	834,940	1,279,640	444,701	2,559,281
Subagreement Services							
Special Education	38,657	53,208	14,551	125,633	319,250	193,617	638,500
Substitute Teacher	7,370	-	(7,370)	7,370	-	(7,370)	-
Other Educational Consultants	65,845	51,282	(14,563)	66,202	307,693	241,490	615,386
Instructional Services	14,187	-	(14,187)	14,187	-	(14,187)	-
Total Subagreement Services	126,058	104,490	(21,568)	213,392	626,943	413,551	1,253,886
Operations & Housekeeping							
Auto and Travel	63	3,146	3,083	63	18,877	18,814	37,754
Dues & Memberships	12,276	983	(11,293)	15,431	5,900	(9,531)	11,800
Insurance	7,375	75	(7,300)	9,856	450	(9,406)	900
Utilities	-	268	268	-	1,611	1,611	3,221
Janitorial Services	-	467	467	-	2,800	2,800	5,600

California Online Public Schools Academy Central Valley

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Communications	339	7,142	6,803	868	42,850	41,982	85,700
Postage and Shipping	11,857	248	(11,609)	11,875	1,485	(10,390)	2,970
Total Operations & Housekeeping	31,910	12,329	(19,581)	38,093	73,973	35,880	147,945
Facilities, Repairs & Other Leases							
Rent	-	3,233	3,233	-	19,395	19,395	38,791
Additional Rent	1,086	168	(919)	14,569	1,005	(13,564)	2,010
Equipment Leases	-	183	183	-	1,100	1,100	2,199
Total Facilities, Repairs & Other Leases	1,086	3,583	2,497	14,569	21,500	6,931	43,000
Professional/Consulting Services							
IT	185,099	43,533	(141,566)	185,099	261,200	76,101	522,400
Audit & Taxes	23,660	1,769	(21,890)	24,398	5,308	(19,090)	5,308
Legal	1,278	-	(1,278)	2,378	-	(2,378)	-
Professional Development	15,833	7,006	(8,827)	22,798	42,036	19,238	84,073
General Consulting	318,673	17,235	(301,437)	326,794	103,412	(223,382)	206,823
Special Activities/Field Trips	-	-	-	1,876	-	(1,876)	-
Bank Charges	100	83	(16)	607	500	(107)	1,000
Other Taxes and Fees	47	3,800	3,753	154	22,802	22,648	45,604
Payroll Service Fee	88,044	-	(88,044)	88,044	-	(88,044)	-
Management Fee	3,643	3,621	(22)	21,729	21,725	(4)	43,450
District Oversight Fee	-	11,312	11,312	-	35,601	35,601	86,408
SPED Encroachment	-	-	-	2,997	-	(2,997)	-
Public Relations/Recruitment	49,990	7,765	(42,225)	61,035	46,592	(14,443)	93,184
Total Professional/Consulting Services	686,367	96,126	(590,242)	737,910	539,176	(198,734)	1,088,250
Total Expenses	**1,962,539**	**737,034**	**(1,225,505)**	**3,689,380**	**4,384,629**	**695,249**	**9,345,407**
Change in Net Assets	**(787,204)**	**602,601**	**(1,389,804)**	**(511,431)**	**(276,833)**	**(234,598)**	**736,864**
Net Assets, Beginning of Period	3,597,530			3,321,758			
Net Assets, End of Period	**$ 2,810,327**			**$ 2,810,327**			

California Online Public Schools

Statement of Financial Position

December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	19,751,553	$ 7,742,389	$ 14,246,531	$ 1,860,529	$ 2,433,289	$ 747,566	$ 46,781,856
Accounts Receivable	(8,789,893)	(1,049,474)	1,336,746	222,712	(192,377)	(21,630)	(8,493,916)
Due To/From Related Parties	14,904,280	(3,032,163)	(8,409,778)	(747,388)	(2,228,695)	(486,256)	-
Prepaid Expenses	283,964	35,329	75,985	-	8,506	-	403,784
Total Current Assets	**26,149,904**	**3,696,081**	**7,249,484**	**1,335,853**	**20,722**	**239,679**	**38,691,724**
Long-Term Assets							
Property & Equipment, Net	20,958	-	116,761	-	-	-	137,719
Deposits	20,287	100	-	-	-	-	20,387
Total Long Term Assets	**41,246**	**100**	**116,761**	**-**	**-**	**-**	**158,106**
Total Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**
Liabilities							
Current Liabilities							
Accounts Payable	$ 1,107	$ -	$ 200	$ -	$ -	$ -	1,307
Accrued Liabilities	(417,156)	(438,891)	1,247,648	210,700	422,265	106,009	1,130,576
Deferred Revenue	7,966,730	1,321,229	2,366,373	367,413	531,408	187,176	12,740,328
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Total Current Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Long-Term Liabilities							
Total Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Total Net Assets	18,614,863	2,810,327	3,743,365	756,495	(935,278)	(53,992)	24,935,779
Total Liabilities and Net Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**

California Online Public Schools

Statement of Cash Flows

For the period ended December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 12/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ 1,332,451	$ (787,204)	$ (3,090,919)	$ (280,799)	$ (973,898)	$ (179,923)	$ (3,980,291)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Decrease/(Increase) in Operating Assets:							
Grants, Contributions & Pledges Receivable	(5,075,819)	581,281	3,706	72,957	26,523	(445)	(4,391,798)
Due from Related Parties	(3,241,052)	722,373	1,737,279	150,245	513,031	118,123	-
Prepaid Expenses	223,887	-	-	1,501	-	-	225,388
Accounts Payable	1,107	-	200	-	-	-	1,307
Accrued Expenses	(1,709,724)	-	-	209	-	160	(1,709,356)
Deferred Revenue	-	(131,297)	-	-	(46,498)	-	(177,795)
Total Cash Flows from Operating Activities	**(8,469,149)**	**385,153**	**(1,349,735)**	**(55,887)**	**(480,841)**	**(62,085)**	**(10,032,545)**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	181	-	4,670	-	-	-	4,851
Total Cash Flows from Investing Activities	**181**	**-**	**4,670**	**-**	**-**	**-**	**4,851**
Change in Cash & Cash Equivalents	(8,468,969)	385,153	(1,345,065)	(55,887)	(480,841)	(62,085)	(10,027,694)
Cash & Cash Equivalents, Beginning of Period	28,220,521	7,357,237	15,591,596	1,916,416	2,914,130	809,650	56,809,550
Cash and Cash Equivalents, End of Period	**$ 19,751,553**	**$ 7,742,389**	**$ 14,246,531**	**$ 1,860,529**	**$ 2,433,289**	**$ 747,566**	**$ 46,781,856**

California Online Public Schools Academy Central Valley

Accounts Payable Aging

December 31, 2023

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

California Online Public Schools Academy Central Valley

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40027	Effectual Educational Consulting Services	SpEd Svcs - 09/23	12/6/2023	$ 3,345.00
40028	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	20,003.56
40029	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 07/23 - 10/23	12/13/2023	1,212,186.14
40030	Oxford Consulting Services Inc.	SpEd Svcs - 10/23	12/19/2023	2,115.25
40031	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 11/23	12/19/2023	1,995.00
40032	TinyEye Therapy Services	SpEd Svcs	12/19/2023	422.05
ACH	Chase Bank	Bank Fee	12/15/2023	99.69
			Total Disbursements Issued in December	**$ 1,240,166.69**

CHARTER IMPACT

California Online Public Schools – Monterey Bay

Monthly Financial Presentation – December 2023

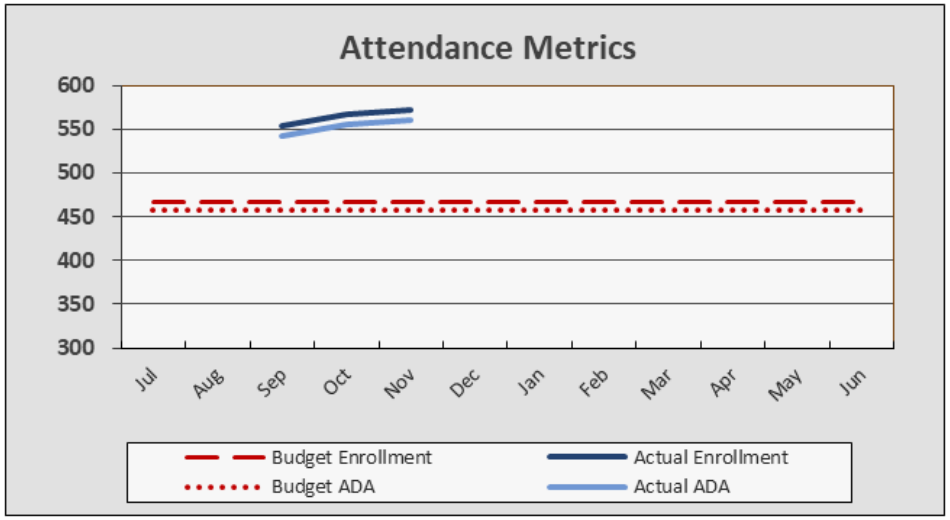
Highlights

- Enrollment forecasted at 571 students; up from 471
- Attendance forecasted at 560 (98%)
- Revenue forecasted at $7.7M; up $1.5M
- Expenses forecasted at $6.9M; up $1M
- **Surplus forecasted at $829K** with an ending fund balance forecasted at $1.1M
- Cash balance is at $2.4M

Attendance Data and Metrics

- Enrollment forecasted at 571 students; *+21%*
- ADA forecasted at 560; *FY24 P1*
- Unduplicated rate of 39%

Enrollment & Per Pupil Data			
	Actual	***Forecast***	***Budget***
Average Enrollment	*564*	*571*	*471*
ADA	*553*	*560*	*462*
Attendance Rate	*98.0%*	*98.0%*	*98.0%*
Unduplicated %	*39.0%*	*39.0%*	*37.1%*
Revenue per ADA		*$13,819*	*$13,576*
Expenses per ADA		*$12,338*	*$12,971*



Revenue

- **FY24 annual revenues forecasted at $7.7M**
  - $1.5M increase driven by the 21% ADA growth

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 1,062,402	$ 2,220,905	$ (1,158,503)	$ 6,898,153	$ 5,652,685	$ 1,245,468
Federal Revenue	-	21,192	(21,192)	156,672	57,727	98,945
Otler State Revenue	175,738	175,725	13	681,171	559,089	122,082
Otler Local Revenue	2,565	-	2,565	2,565	-	2,565
Total Revenue	**$ 1,240,705**	**$2,417,822**	**$(1,177,117)**	**$7,738,561**	**$6,269,501**	**$1,469,060**

Expenses

- **FY24 annual expenses forecasted at $6.9M**
  - Increase in salaries driven by raises and additional positions added
  - Other costs up due to ADA increase on % split – *revenue increase outweighs expense increase*

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 1,052,220	$ 879,161	$ (173,059)	$ 2,493,795	$ 2,109,987	$ (383,808)
Classified Salaries	26,851	20,645	(6,207)	61,396	49,547	(11,849)
Benefits	243,476	451,629	208,153	1,229,568	953,016	(276,551)
Books and Supplies	576,796	641,509	64,713	1,428,156	1,283,017	(145,139)
Subagreement Services	146,831	429,434	282,604	962,457	858,869	(103,589)
Operations	26,671	48,050	21,379	91,715	96,100	4,385
Facilities	1,179	17,950	16,771	22,979	35,900	12,921
Professional Services	459,745	297,692	(162,053)	619,168	603,580	(15,588)
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Total Expenses	**$ 2,533,769**	**$ 2,786,070**	**$ 252,301**	**$ 6,909,235**	**$ 5,990,017**	**$ (919,218)**

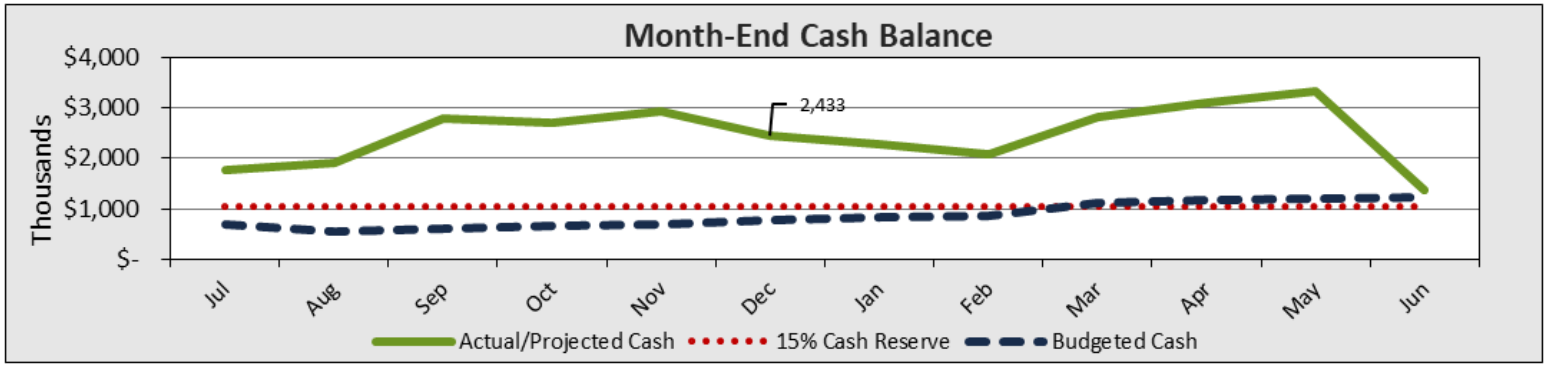
Fund Balance

- **Annual surplus forecasted at $829K**
- Ending fund balance forecasted at $1.1M (*17% of total expenses*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (1,293,064)**	**$ (368,248)**	**$ (924,816)**	**$ 829,326**	**$ 279,484**	**$ 549,842**
Beginning Fund Balance	357,786	357,786		357,786	357,786	
Ending Fund Balance	**$ (935,278)**	**$ (10,462)**		**$ 1,187,112**	**$ 637,270**	
As a % of Annual Expenses	*-13.5%*	*-0.2%*		*17.2%*	*10.6%*	

Cash Balance

- **Current cash balance of $2.4M** (*130 days*)
- Cash projected at $1.4M by fiscal year end; *sorting through some cash items (DTF)*



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Set by Authorizer (by Jan 17)	**Principal Apportionment P1** - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	Charter Impact with CalOps support	No	Yes	https://www.cde.ca.gov/fg/sf/pa/
DATA	2-Jan	**CALPADS - Fall 2 Submission Window opens -** Information will be used by the US Department of Education and the California Department of Education to gain insights into student course enrollments, services rendered in support of school's English Learner population, staff assignments and full-time equivalent levels. The reported data represent a snapshot of a school's status in the previously listed areas per Census Day, October 4,2023. Schools have until March 1, 2024 to certified data. **IMPORTANT**: Fall 2 Staff assignment data will be referenced by the Commission on Teacher Credentialing (CTC) for accountability purposes. CTC will cross reference teachers' credential information with the courses/sections they are assigned to teach. CTC will report misassignments/discrepancies to your charter authorizer.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	12-Jan	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2023 - December 31, 2023.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	15-Jan	**Consolidated Application (ConApp) reporting** - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	17-Jan	**Mid-Year Expenditure Report due to SELPA** - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	19-Jan	**SELPA ADA/Enrollment report #2** - Interim financial reporting due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
DATA	26-Jan	**CALPADS - Fall 1 Amendment deadline** - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	31-Jan	**Federal Cash Management - Period 3 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/

Compliance Reporting

FINANCE	TBD	**Federal Stimulus Annual Report** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2022 - June 30, 2023.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/fg/cr/anreporthelp.asp
DATA	1-Feb	**School Accountability Report Card -** All public schools in California are required to prepare an annual SARC (2022/23). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	CalOps	Yes	No	https://www.cde.ca.gov/ta/ac/sa/
FINANCE	1-Feb	**Nonclassroom-Based Funding Determination -** Charter schools with an existing funding determination ending in 2023/24 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp
FINANCE	15-Feb	**Board of Equalization Property Tax Exemption** - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	20-Feb	**Certification of the First Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	26-Feb	**CRDC - 2023-24 Submission Window (Dec 11, 2023-Feb 26, 2024) -** The CRDC collects key information on civil rights indicators, including student enrollment and educational programs and services, most of which is disaggregated by race and ethnicity, sex, limited English proficiency, and disability status.	Charter Impact submits with data provided by CalOps	No	No	https://crdc.communities.ed.gov/#program
FINANCE	28-Feb	**E-Rate FCC Form 470 Due date (FY2024)** - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2024 filing window.	CalOps	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Set by Authorizer (by Mar 15)	**2nd Interim Financial Report** - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

Appendix

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

FY23-24 CalOps Monterey Bay

Monthly Cash Flow/Budget FY23-24

Revised 01/19/24

Actuals Through: 12/31/2023

ADA = 560.01

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 461.82	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	142,326	142,326	252,849	209,688	292,302	258,947	258,947	391,811	391,811	391,811	391,811	391,812	**3,516,444**	2,870,004	646,440
8012	Education Protection Account	-	-	-	22,911	-	-	28,001	-	28,001	-	-	-	33,090	**112,003**	92,363	19,640
8096	In Lieu of Property Taxes	-	-	-	-	-	-	214,025	214,025	947,219	473,609	473,609	473,609	473,609	**3,269,706**	2,690,318	579,388
		-	142,326	142,326	275,760	209,688	292,302	500,973	472,972	1,367,031	865,421	865,421	865,421	898,512	**6,898,153**	**5,652,685**	**1,245,468**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	5,155	5,155	11,938	11,938	11,938	11,938	11,938	**70,002**	57,727	12,275
8296	Other Federal Revenue	-	-	-	-	-	-	7,746	-	-	7,746	-	-	15,492	**30,984**	-	30,984
		-	-	-	-	-	-	12,901	5,155	11,938	19,684	11,938	11,938	83,116	**156,672**	**57,727**	**98,945**
Other State Revenue																	
8311	State Special Education	19,628	19,628	35,331	35,331	35,331	-	36,595	36,595	55,703	55,703	55,703	55,703	55,703	**496,957**	409,815	87,142
8550	Mandated Cost	-	-	-	-	-	16,770	-	-	-	-	-	-	-	**16,770**	16,733	37
8560	State Lottery	-	-	-	-	-	-	28,524	-	-	28,524	-	-	82,396	**139,444**	109,450	29,993
8599	Other State Revenue	-	-	-	3,337	-	10,382	2,520	2,520	2,520	2,520	2,520	2,520	(839)	**28,001**	23,091	4,910
		19,628	19,628	35,331	38,668	35,331	27,152	67,639	39,115	58,223	86,747	58,223	58,223	137,261	**681,171**	**559,089**	**122,082**
Other Local Revenue																	
8660	Interest Revenue	-	377	282	296	716	894	-	-	-	-	-	-	-	**2,565**	-	2,565
		-	377	282	296	716	894	-	-	-	-	-	-	-	**2,565**	**-**	**2,565**
Total Revenue		**19,628**	**162,331**	**177,939**	**314,724**	**245,735**	**320,348**	**581,513**	**517,242**	**1,437,193**	**971,852**	**935,583**	**935,583**	**1,118,890**	**7,738,561**	**6,269,501**	**1,469,060**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	123,237	195,207	132,701	132,701	155,726	135,416	160,898	160,898	160,898	160,898	160,898	160,898	193,077	**2,033,451**	1,751,622	(281,829)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	56	56	56	56	56	56	67	**402**	684	282
1200	Pupil Support Salaries	13,394	10,976	11,312	11,312	15,920	10,400	16,664	16,664	16,664	16,664	16,664	16,664	19,997	**193,293**	134,921	(58,372)
1300	Administrators' Salaries	24,169	15,681	15,304	15,304	18,560	14,900	22,602	22,602	22,602	22,602	22,602	22,602	27,122	**266,649**	222,760	(43,889)
		160,801	221,864	159,316	159,316	190,206	160,716	200,219	200,219	200,219	200,219	200,219	200,219	240,262	**2,493,795**	**2,109,987**	**(383,808)**
Classified Salaries																	
2100	Instructional Salaries	284	461	321	321	389	340	389	389	389	389	389	389	466	**4,914**	4,329	(586)
2200	Support Salaries	778	484	484	484	632	484	623	623	623	623	623	623	747	**7,831**	6,934	(897)
2300	Classified Administrators' Salaries	3,695	2,355	2,420	2,420	3,860	2,344	2,848	2,848	2,848	2,848	2,848	2,848	3,418	**37,600**	32,450	(5,150)
2400	Clerical and Office Staff Salaries	665	420	653	653	1,130	773	939	939	939	939	939	939	1,126	**11,050**	5,834	(5,217)
		5,423	3,720	3,879	3,879	6,011	3,940	4,798	4,798	4,798	4,798	4,798	4,798	5,758	**61,396**	**49,547**	**(11,849)**
Benefits																	
3101	STRS	-	-	-	-	-	-	36,844	36,844	36,844	36,844	36,844	36,844	237,839	**458,901**	279,866	(179,035)
3301	OASDI	1,107	737	779	779	1,038	750	279	279	279	279	279	279	-	**6,863**	2,133	(4,730)
3311	Medicare	2,271	3,155	2,224	2,224	2,740	2,267	2,862	2,862	2,862	2,862	2,862	2,862	-	**32,055**	21,745	(10,310)
3401	Health and Welfare	-	-	-	-	4,161	210,917	62,444	62,444	62,444	62,444	62,444	62,444	-	**589,742**	503,880	(85,862)
3501	State Unemployment	136	175	185	185	19	140	41,821	33,457	16,728	8,364	8,364	8,364	-	**117,937**	124,396	6,459
3601	Workers' Compensation	-	-	4,305	3,158	-	25	2,764	2,764	2,764	2,764	2,764	2,764	-	**24,069**	20,995	(3,073)
		3,514	4,067	7,493	6,346	7,958	214,098	147,013	138,649	121,921	113,557	113,557	113,557	237,839	**1,229,568**	**953,016**	**(276,551)**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	274	-	42,895	4,770	3,108	3,108	3,108	3,108	3,108	3,108	-	**66,589**	30,800	(35,789)
4200	Books and Reference Materials	-	-	-	-	-	243,252	69,168	69,168	69,168	69,168	69,168	69,168	33,420	**691,678**	691,678	-
4302	School Supplies	-	2,001	3,185	379	1,263	-	21,876	21,876	21,876	21,876	21,876	21,876	-	**138,082**	56,881	(81,201)
4305	Software	-	2,135	19,284	39,734	43,624	137,086	31,010	31,010	31,010	31,010	31,010	31,010	(117,824)	**310,096**	310,096	-
4310	Office Expense	-	26	777	30	50	1,802	901	901	901	901	901	901	-	**8,089**	10,807	2,718
4311	Business Meals	-	-	-	-	-	-	1,208	1,208	1,208	1,208	1,208	1,208	-	**7,250**	14,499	7,250
4400	Noncapitalized Equipment	-	2,493	26,992	1,553	337	2,855	28,691	28,691	28,691	28,691	28,691	28,691	-	**206,372**	168,256	(38,116)
		-	6,654	50,511	41,696	88,169	389,765	155,961	155,961	155,961	155,961	155,961	155,961	(84,405)	**1,428,156**	**1,283,017**	**(145,139)**
Subagreement Services																	
5102	Special Education	-	690	11,089	7,587	32,787	49,723	48,880	48,880	48,880	48,880	48,880	48,880	-	**395,155**	403,100	7,945
5103	Substitute Teacher	-	-	-	-	-	5,038	-	-	-	-	-	-	-	**5,038**	-	(5,038)
5106	Other Educational Consultants	-	130	-	25	81	30,201	87,058	87,058	87,058	87,058	87,058	87,058	-	**552,784**	455,769	(97,015)
5107	Instructional Services	-	-	-	-	-	9,480	-	-	-	-	-	-	-	**9,480**	-	(9,480)
		-	820	11,089	7,612	32,868	94,442	135,938	135,938	135,938	135,938	135,938	135,938	-	**962,457**	**858,869**	**(103,589)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	43	2,408	2,408	2,408	2,408	2,408	2,408	-	**14,493**	23,800	9,307
5300	Dues & Memberships	-	2,472	-	162	-	8,393	758	758	758	758	758	758	-	**15,576**	7,500	(8,076)
5400	Insurance	-	-	647	1,143	-	5,260	75	75	75	75	75	75	-	**7,500**	700	(6,800)
5501	Utilities	-	-	-	-	-	-	198	198	198	198	198	198	-	**1,188**	2,375	1,188
5502	Janitorial Services	-	-	-	-	-	-	475	475	475	475	475	475	-	**2,850**	4,700	1,850
5900	Communications	-	-	112	129	140	232	6,744	6,744	6,744	6,744	6,744	6,744	-	**41,074**	54,835	13,761
5901	Postage and Shipping	-	-	-	-	13	7,925	183	183	183	183	183	183	-	**9,033**	2,190	(6,843)
		-	2,472	760	1,434	153	21,853	10,841	10,841	10,841	10,841	10,841	10,841	-	**91,715**	**96,100**	**4,385**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	-	3,510	3,510	3,510	3,510	3,510	3,510	-	**21,059**	34,418	13,359
5602	Additional Rent	-	-	384	-	-	796	124	124	124	124	124	124	-	**1,920**	1,482	(438)
		-	-	384	-	-	796	3,633	3,633	3,633	3,633	3,633	3,633	-	**22,979**	**35,900**	**12,921**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	105,889	7,363	7,363	7,363	7,363	7,363	7,363		**150,065**	73,627	(76,438)
5802	Audit & Taxes	-	-	27	296	209	19,706	-	-	-	-	-	-	-	**20,238**	3,913	(16,325)
5803	Legal	-	-	276	479	162	874	1,862	1,862	1,862	1,862	1,862	1,862	-	**12,961**	22,341	9,380
5804	Professional Development	-	-	2,414	803	1,805	11,667	5,165	5,165	5,165	5,165	5,165	5,165	-	**47,681**	61,984	14,303

FY23-24 CalOps Monterey Bay

Monthly Cash Flow/Budget FY23-24

Revised 01/19/24

Actuals Through: 12/31/2023

ADA = 560.01

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5805	General Consulting	-	4	1,646	2,195	5,485	187,959	37,889	37,889	37,889	37,889	37,889	37,889	(280,232)	**144,393**	269,748	125,355
5807	Bank Charges	-	-	-	-	-	-	36	36	36	36	36	36	-	**215**	430	215
5809	Other taxes and fees	-	15	35	1	27	68	2,139	2,139	2,139	2,139	2,139	2,139	-	**12,983**	25,673	12,690
5810	Payroll Service Fee	-	-	-	-	-	60,194	-	-	-	-	-	-	-	**60,194**	-	(60,194)
5811	Management Fee	-	5,225	2,612	2,600	2,582	2,613	3,071	3,071	3,071	3,071	3,071	3,071	-	**34,057**	31,350	(2,707)
5812	District Oversight Fee	-	-	-	-	-	-	5,010	4,730	13,670	8,654	8,654	8,654	19,609	**68,982**	56,527	(12,455)
5815	Public Relations/Recruitment	-	3,164	2,822	-	12,757	19,665	4,832	4,832	4,832	4,832	4,832	4,832	-	**67,400**	57,987	(9,413)
		286	8,694	10,346	6,373	25,411	408,634	67,142	66,862	75,802	70,786	70,786	70,786	(262,740)	**619,168**	**603,580**	**(15,588)**
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**170,024**	**248,291**	**243,777**	**226,655**	**350,776**	**1,294,246**	**725,544**	**716,900**	**709,112**	**695,732**	**695,732**	**695,732**	**136,714**	**6,909,235**	**5,990,017**	**(919,218)**
Monthly Surplus (Deficit)		**(150,396)**	**(85,960)**	**(65,838)**	**88,068**	**(105,041)**	**(973,898)**	**(144,031)**	**(199,657)**	**728,081**	**276,121**	**239,851**	**239,851**	**982,176**	**829,326**	**279,484**	**549,842**
Cash Flow Adjustments															12%		
Monthly Surplus (Deficit)		(150,396)	(85,960)	(65,838)	88,068	(105,041)	(973,898)	(144,031)	(199,657)	728,081	276,121	239,851	239,851	982,176	**829,326**		
Cash flows from operating activities																	
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(1,118,890)	**(1,118,890)**		
	Grants and Contributions Rec.	271,517	23,138	7,617	(133,786)	(44,868)	26,523	-	-	-	-	-	-	-	**150,141**		
	Due To/From Related Parties	(775,338)	304,191	955,089	(43,526)	332,488	513,031	-	-	-	-	-	(2,200,000)	-	**(914,065)**		
	Prepaid Expenses	-	(117)	-	(8,389)	-	-	-	-	-	-	-	-	-	**(8,506)**		
	Other Assets	-	(13,970)	-	-	-	-	-	-	-	-	-	-	-	**(13,970)**		
	Accounts Payable	-	(81,092)	(212,504)	-	-	-	-	-	-	-	-	-	136,714	**(156,882)**		
	Accrued Expenses	-	-	210,614	-	-	-	-	-	-	-	-	-	-	**210,614**		
	Deferred Revenue	-	-	-	-	30,593	(46,498)	-	-	-	-	-	-	-			
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities						-											
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																	
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		(654,217)	146,190	894,978	(97,634)	213,173	(480,841)	(144,031)	(199,657)	728,081	276,121	239,851	(1,960,149)				
Cash, Beginning of Month		2,411,640	1,757,423	1,903,613	2,798,591	2,700,958	2,914,130	2,433,289	2,289,258	2,089,600	2,817,681	3,093,802	3,333,653				
Cash, End of Month		**1,757,423**	**1,903,613**	**2,798,591**	**2,700,958**	**2,914,130**	**2,433,289**	**2,289,258**	**2,089,600**	**2,817,681**	**3,093,802**	**3,333,653**	**1,373,504**				

California Online Public Schools

Financial Package
December 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Monterey Bay

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 292,302	$ 256,284	$ 36,018	$ 1,039,491	$ 1,053,611	$ (14,120)	$ 2,870,004
Education Protection Account	-	23,091	(23,091)	22,911	46,182	(23,271)	92,363
In Lieu of Property Taxes	-	213,545	(213,545)	-	1,121,113	(1,121,113)	2,690,318
Total State Aid - Revenue Limit	292,302	492,920	(200,618)	1,062,402	2,220,906	(1,158,504)	5,652,685
Federal Revenue							
Special Education - Entitlement	-	5,155	(5,155)	-	21,192	(21,192)	57,727
Total Federal Revenue	-	5,155	(5,155)	-	21,192	(21,192)	57,727
Other State Revenue							
State Special Education	-	36,595	(36,595)	145,249	150,448	(5,199)	409,815
Mandated Cost	16,770	16,733	37	16,770	16,733	37	16,733
State Lottery	-	-	-	-	-	-	109,450
Other State Revenue	10,382	2,078	8,304	13,719	8,544	5,175	23,091
Total Other State Revenue	27,152	55,407	(28,255)	175,738	175,725	13	559,089
Other Local Revenue							
Interest Revenue	894	-	894	2,565	-	2,565	-
Total Other Local Revenue	894	-	894	2,565	-	2,565	-
Total Revenues	**320,348**	**553,482**	**(233,133)**	**1,240,705**	**2,417,822**	**(1,177,117)**	**6,269,501**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 135,416	$ 121,640	$ (13,776)	$ 874,988	$ 729,843	$ (145,146)	$ 1,751,622
Teachers' Extra Duty/Stipends	-	48	48	-	285	285	684
Pupil Support Salaries	10,400	9,370	(1,031)	73,314	56,217	(17,097)	134,921
Administrators' Salaries	14,900	15,469	569	103,918	92,817	(11,101)	222,760
Total Certificated Salaries	160,716	146,527	(14,189)	1,052,220	879,161	(173,059)	2,109,987
Classified Salaries							
Instructional Salaries	340	301	(39)	2,116	1,804	(312)	4,329
Support Salaries	484	482	(3)	3,348	2,889	(459)	6,934
Supervisors' and Administrators' Salaries	2,344	2,253	(90)	17,095	13,521	(3,574)	32,450
Clerical and Office Staff Salaries	773	405	(368)	4,292	2,431	(1,862)	5,834
Total Classified Salaries	3,940	3,441	(500)	26,851	20,645	(6,207)	49,547
Benefits							
State Teachers' Retirement System, certificated positions	-	23,322	23,322	-	139,933	139,933	279,866
OASDI/Medicare/Alternative, certificated positions	750	178	(572)	5,189	1,067	(4,123)	2,133
Medicare/Alternative, certificated positions	2,267	1,812	(454)	14,882	10,873	(4,009)	21,745
Health and Welfare Benefits, certificated positions	210,917	41,990	(168,927)	215,078	251,940	36,862	503,880
State Unemployment Insurance, certificated positions	140	6,220	6,080	839	37,319	36,480	124,396
Workers' Compensation Insurance, certificated positions	25	1,750	1,725	7,488	10,498	3,010	20,995
Total Benefits	214,098	75,272	(138,827)	243,476	451,629	208,153	953,016
Books & Supplies							
Textbooks and Core Materials	4,770	2,567	(2,204)	47,939	15,400	(32,539)	30,800
Books and Reference Materials	243,252	57,640	(185,612)	243,252	345,839	102,587	691,678
School Supplies	-	4,740	4,740	6,828	28,440	21,613	56,881
Software	137,086	25,841	(111,245)	241,863	155,048	(86,815)	310,096
Office Expense	1,802	901	(901)	2,686	5,403	2,718	10,807
Business Meals	-	1,208	1,208	-	7,250	7,250	14,499
Noncapitalized Equipment	2,855	14,021	11,166	34,229	84,128	49,899	168,256
Total Books & Supplies	389,765	106,918	(282,847)	576,796	641,509	64,713	1,283,017
Subagreement Services							
Special Education	49,723	33,592	(16,131)	101,875	201,550	99,675	403,100
Substitute Teacher	5,038	-	(5,038)	5,038	-	(5,038)	-
Other Educational Consultants	30,201	37,981	7,780	30,437	227,884	197,447	455,769
Instructional Services	9,480	-	(9,480)	9,480	-	(9,480)	-
Total Subagreement Services	94,442	71,572	(22,870)	146,831	429,434	282,604	858,869
Operations & Housekeeping							
Auto and Travel	43	1,983	1,940	43	11,900	11,857	23,800
Dues & Memberships	8,393	625	(7,768)	11,026	3,750	(7,276)	7,500
Insurance	5,260	58	(5,202)	7,050	350	(6,700)	700

California Online Public Schools Monterey Bay

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Utilities	-	198	198	-	1,188	1,188	2,375
Janitorial Services	-	392	392	-	2,350	2,350	4,700
Communications	232	4,570	4,338	613	27,417	26,804	54,835
Postage and Shipping	7,925	183	(7,742)	7,938	1,095	(6,843)	2,190
Total Operations & Housekeeping	21,853	8,008	(13,845)	26,671	48,050	21,379	96,100
Facilities, Repairs & Other Leases							
Rent	-	2,868	2,868	-	17,209	17,209	34,418
Additional Rent	796	124	(672)	1,179	741	(438)	1,482
Total Facilities, Repairs & Other Leases	796	2,992	2,196	1,179	17,950	16,771	35,900
Professional/Consulting Services							
IT	105,889	6,136	(99,754)	105,889	36,813	(69,076)	73,627
Audit & Taxes	19,706	1,304	(18,401)	20,238	3,913	(16,325)	3,913
Legal	874	1,862	988	1,790	11,171	9,380	22,341
Professional Development	11,667	5,165	(6,501)	16,689	30,992	14,303	61,984
General Consulting	187,959	22,479	(165,480)	197,289	134,874	(62,415)	269,748
Special Activities/Field Trips	-	-	-	1,354	-	(1,354)	-
Bank Charges	-	36	36	-	215	215	430
Other Taxes and Fees	68	2,139	2,071	146	12,837	12,690	25,673
Payroll Service Fee	60,194	-	(60,194)	60,194	-	(60,194)	-
Management Fee	2,613	2,613	(0)	15,632	15,675	43	31,350
District Oversight Fee	-	4,929	4,929	-	22,209	22,209	56,527
SPED Encroachment	-	-	-	2,117	-	(2,117)	-
Public Relations/Recruitment	19,665	4,832	(14,833)	38,407	28,994	(9,413)	57,987
Total Professional/Consulting Services	408,634	51,495	(357,139)	459,745	297,692	(162,053)	603,580
Total Expenses	**1,294,246**	**466,225**	**(828,021)**	**2,533,769**	**2,786,070**	**252,301**	**5,990,016**
Change in Net Assets	**(973,898)**	**87,257**	**(1,061,154)**	**(1,293,064)**	**(368,248)**	**(924,816)**	**279,485**
Net Assets, Beginning of Period	38,620			357,786			
Net Assets, End of Period	**$ (935,278)**			**$ (935,278)**			

California Online Public Schools

Statement of Financial Position

December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	19,751,553	$ 7,742,389	$ 14,246,531	$ 1,860,529	$ 2,433,289	$ 747,566	$ 46,781,856
Accounts Receivable	(8,789,893)	(1,049,474)	1,336,746	222,712	(192,377)	(21,630)	(8,493,916)
Due To/From Related Parties	14,904,280	(3,032,163)	(8,409,778)	(747,388)	(2,228,695)	(486,256)	-
Prepaid Expenses	283,964	35,329	75,985	-	8,506	-	403,784
Total Current Assets	**26,149,904**	**3,696,081**	**7,249,484**	**1,335,853**	**20,722**	**239,679**	**38,691,724**
Long-Term Assets							
Property & Equipment, Net	20,958	-	116,761	-	-	-	137,719
Deposits	20,287	100	-	-	-	-	20,387
Total Long Term Assets	**41,246**	**100**	**116,761**	**-**	**-**	**-**	**158,106**
Total Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**
Liabilities							
Current Liabilities							
Accounts Payable	$ 1,107	$ -	$ 200	$ -	$ -	$ -	1,307
Accrued Liabilities	(417,156)	(438,891)	1,247,648	210,700	422,265	106,009	1,130,576
Deferred Revenue	7,966,730	1,321,229	2,366,373	367,413	531,408	187,176	12,740,328
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Total Current Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Long-Term Liabilities							
Total Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Total Net Assets	18,614,863	2,810,327	3,743,365	756,495	(935,278)	(53,992)	24,935,779
Total Liabilities and Net Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**

California Online Public Schools

Statement of Cash Flows

For the period ended December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 12/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ 1,332,451	$ (787,204)	$ (3,090,919)	$ (280,799)	$ (973,898)	$ (179,923)	$ (3,980,291)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Decrease/(Increase) in Operating Assets:							
Grants, Contributions & Pledges Receivable	(5,075,819)	581,281	3,706	72,957	26,523	(445)	(4,391,798)
Due from Related Parties	(3,241,052)	722,373	1,737,279	150,245	513,031	118,123	-
Prepaid Expenses	223,887	-	-	1,501	-	-	225,388
Accounts Payable	1,107	-	200	-	-	-	1,307
Accrued Expenses	(1,709,724)	-	-	209	-	160	(1,709,356)
Deferred Revenue	-	(131,297)	-	-	(46,498)	-	(177,795)
Total Cash Flows from Operating Activities	**(8,469,149)**	**385,153**	**(1,349,735)**	**(55,887)**	**(480,841)**	**(62,085)**	**(10,032,545)**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	181	-	4,670	-	-	-	4,851
Total Cash Flows from Investing Activities	**181**	**-**	**4,670**	**-**	**-**	**-**	**4,851**
Change in Cash & Cash Equivalents	(8,468,969)	385,153	(1,345,065)	(55,887)	(480,841)	(62,085)	(10,027,694)
Cash & Cash Equivalents, Beginning of Period	28,220,521	7,357,237	15,591,596	1,916,416	2,914,130	809,650	56,809,550
Cash and Cash Equivalents, End of Period	**$ 19,751,553**	**$ 7,742,389**	**$ 14,246,531**	**$ 1,860,529**	**$ 2,433,289**	**$ 747,566**	**$ 46,781,856**

California Online Public Schools Monterey Bay

Accounts Payable Aging

December 31, 2023

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

California Online Public Schools Monterey Bay

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20019	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	$ 13,586.00
20020	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 07/23	12/13/2023	596,214.60
20020	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 08/23	12/13/2023	596,214.60
20020	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 10/23	12/13/2023	596,214.60
20021	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 09/23	12/13/2023	166,998.22
20022	Oxford Consulting Services Inc.	SpEd Svcs - 10/23	12/19/2023	4,415.62
			Total Disbursements Issued in December	**$ 1,973,643.64**

CHARTER IMPACT

California Online Public Schools – NorCal

Monthly Financial Presentation – December 2023

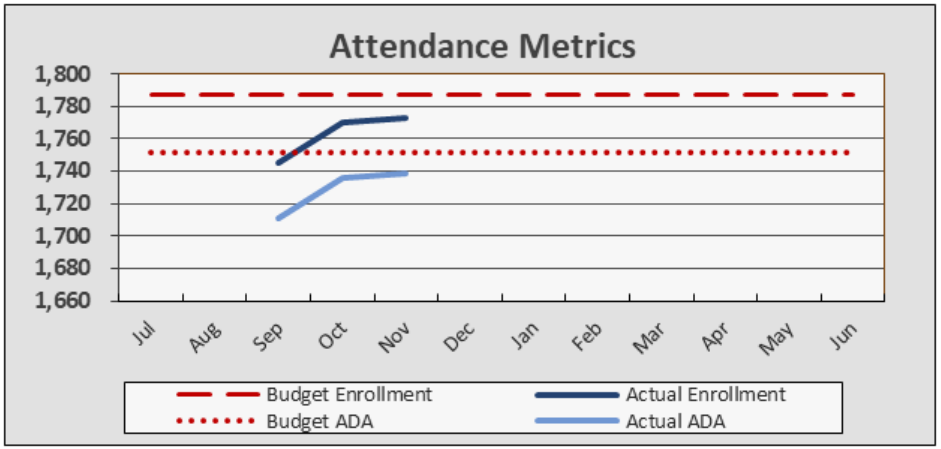
Highlights

- Enrollment forecasted at 1,774 students
- Attendance forecasted at 1,738 (98%)
- Revenue forecasted at $24.7M; in line with plan
- Expenses forecasted at $23.9M; in line with plan
- **Surplus forecasted at $800K** with an ending fund balance forecasted at $6.9M
- Cash balance of $14.2M

Attendance Data and Metrics

- Enrollment forecasted at 1,774 students; *tracking well*
- ADA forecasted at 1,738; *FY23-24 P1*
- Unduplicated rate of 50%

Enrollment & Per Pupil Data			
	Actual	***Forecast***	***Budget***
Average Enrollment	*1,763*	*1774*	*1788*
ADA	*1,728*	*1738*	*1766*
Attendance Rate	*98.0%*	*98.0%*	*98.0%*
Unduplicated %	*50.8%*	*50.8%*	*49.1%*
Revenue per ADA		*$14,225*	*$13,944*
Expenses per ADA		*$13,765*	*$13,517*



Revenue

- **FY24 annual revenues forecasted at $24.7M**
  - No significant variance in plan since budget inception
  - *Enrollment/ADA essentially right on plan*

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 5,990,672	$ 8,526,501	$ (2,535,829)	$ 21,696,145	$ 21,974,932	$ (278,787)
Federal Revenue	-	360,264	(360,264)	889,045	522,118	366,928
Other State Revenue	636,296	626,842	9,454	2,121,631	2,132,029	(10,398)
Other Local Revenue	23,607	-	23,607	23,607	-	23,607
Total Revenue	**$ 6,650,575**	**$ 9,513,607**	**$ (2,863,032)**	**$ 24,730,428**	**$ 24,629,078**	**$ 101,350**

Expenses

- **FY24 annual expenses forecasted at $23.9M**
  - No significant variances in plan since budget inception
  - Increase in Salaries due to raises and newly added positions
  - Savings in professional services (YE credits)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 3,987,361	$ 3,331,559	$ (655,802)	$ 8,501,698	$ 7,995,741	$ (505,957)
Classified Salaries	101,752	78,232	(23,520)	200,196	187,758	(12,438)
Benefits	781,162	1,491,829	710,667	3,468,705	3,070,351	(398,354)
Books and Supplies	1,959,228	2,995,267	1,036,039	5,991,315	5,990,534	(782)
Subagreement Services	472,360	1,749,767	1,277,407	3,381,763	3,499,534	117,771
Operations	104,093	198,200	94,108	299,143	396,400	97,257
Facilities	66,664	77,028	10,363	142,692	154,055	11,363
Professional Services	1,539,809	1,273,010	(266,798)	1,916,746	2,580,445	663,699
Depreciation	28,023	-	(28,023)	28,023	-	(28,023)
Interest	-	-	-	-	-	-
Total Expenses	**$ 9,040,451**	**$ 11,194,892**	**$ 2,154,441**	**$ 23,930,280**	**$ 23,874,817**	**$ (55,463)**

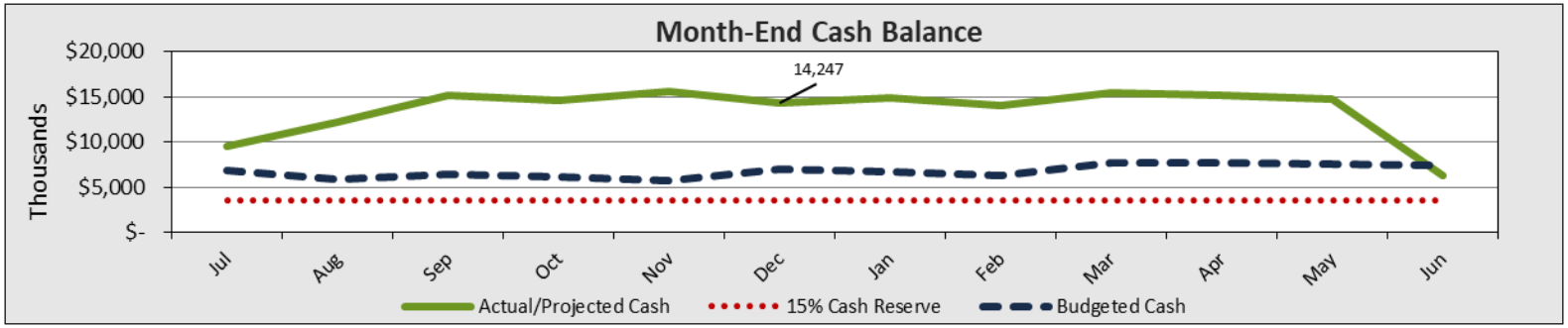
Fund Balance

- **Annual surplus forecasted at $800K**
- Ending fund balance forecasted at $6.9M (*29% of total expenses*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (2,389,876)**	**$ (1,681,285)**	**$ (708,590)**	**$ 800,148**	**$ 754,261**	**$ 45,886**
Beginning Fund Balance	6,133,241	6,133,241		6,133,241	6,133,241	
Ending Fund Balance	**$ 3,743,365**	**$ 4,451,956**		**$ 6,933,389**	**$ 6,887,502**	
As a % of Annual Expenses	*15.6%*	*18.6%*		*29.0%*	*28.8%*	

Cash Balance

- **Current cash balance of $14M** (*214 days*)
- Cash projected at $6.5M by fiscal year end
  - *Sorting through some DTF balances*



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Set by Authorizer (by Jan 17)	**Principal Apportionment P1** - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	Charter Impact with CalOps support	No	Yes	https://www.cde.ca.gov/fg/sf/pa/
DATA	2-Jan	**CALPADS - Fall 2 Submission Window opens -** Information will be used by the US Department of Education and the California Department of Education to gain insights into student course enrollments, services rendered in support of school's English Learner population, staff assignments and full-time equivalent levels. The reported data represent a snapshot of a school's status in the previously listed areas per Census Day, October 4,2023. Schools have until March 1, 2024 to certified data. **IMPORTANT**: Fall 2 Staff assignment data will be referenced by the Commission on Teacher Credentialing (CTC) for accountability purposes. CTC will cross reference teachers' credential information with the courses/sections they are assigned to teach. CTC will report misassignments/discrepancies to your charter authorizer.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	12-Jan	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2023 - December 31, 2023.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	15-Jan	**Consolidated Application (ConApp) reporting** - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	17-Jan	**Mid-Year Expenditure Report due to SELPA** - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	19-Jan	**SELPA ADA/Enrollment report #2** - Interim financial reporting due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
DATA	26-Jan	**CALPADS - Fall 1 Amendment deadline** - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	31-Jan	**Federal Cash Management - Period 3 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	TBD	**Federal Stimulus Annual Report** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2022 - June 30, 2023.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/fg/cr/anreporthelp.asp

Compliance Reporting

DATA	1-Feb	**School Accountability Report Card -** All public schools in California are required to prepare an annual SARC (2022/23). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	CalOps	Yes	No	https://www.cde.ca.gov/ta/ac/sa/
FINANCE	1-Feb	**Nonclassroom-Based Funding Determination -** Charter schools with an existing funding determination ending in 2023/24 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp
FINANCE	15-Feb	**Board of Equalization Property Tax Exemption** - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	20-Feb	**Certification of the First Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	26-Feb	**CRDC - 2023-24 Submission Window (Dec 11, 2023-Feb 26, 2024) -** The CRDC collects key information on civil rights indicators, including student enrollment and educational programs and services, most of which is disaggregated by race and ethnicity, sex, limited English proficiency, and disability status.	Charter Impact submits with data provided by CalOps	No	No	https://crdc.communities.ed.gov/#program
FINANCE	28-Feb	**E-Rate FCC Form 470 Due date (FY2024)** - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2024 filing window.	CalOps	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Set by Authorizer (by Mar 15)	**2nd Interim Financial Report** - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

Appendix

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

FY23-24 CalOps NorCal

Monthly Cash Flow/Forecast FY23-24

Revised 01/03/24

Actuals Through: 11/30/2023

ADA = 1738.48

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 1766.29	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	629,013	629,013	1,120,107	1,120,107	1,106,643	1,138,227	1,138,227	1,315,026	1,315,026	1,315,026	1,315,026	1,315,027	**13,456,468**	13,673,696	(217,229)
8012	Education Protection Account	-	-	1,385,789	-	-	-	1,375,536	-	1,375,536	-	-	-	1,365,282	**5,502,142**	5,572,843	(70,700)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	205,828	205,828	775,293	387,646	387,646	387,646	387,646	**2,737,535**	2,728,393	9,142
		-	629,013	2,014,802	1,120,107	1,120,107	1,106,643	2,719,591	1,344,055	3,465,854	1,702,672	1,702,672	1,702,672	3,067,955	**21,696,145**	**21,974,932**	**(278,787)**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	18,381	18,381	36,109	36,109	36,109	36,109	36,109	**217,310**	220,787	(3,476)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	236,916	**236,916**	243,957	(7,041)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	45,289	**45,289**	40,739	4,550
8296	Other Federal Revenue	-	-	-	-	-	-	92,657	-	-	92,657	-	-	185,315	**370,629**	-	370,629
		-	-	-	-	-	-	111,039	18,381	36,109	128,767	36,109	36,109	522,530	**889,045**	**522,118**	**366,928**
Other State Revenue																	
8311	State Special Education	71,268	71,268	128,283	128,283	128,283	-	130,493	130,493	150,872	150,872	150,872	150,872	150,872	**1,542,729**	1,567,409	(24,680)
8550	Mandated Cost	-	-	-	-	-	59,096	-	-	-	-	-	-	-	**59,096**	57,694	1,402
8560	State Lottery	-	-	-	-	-	-	101,710	-	-	101,710	-	-	229,461	**432,882**	418,611	14,270
8599	Other State Revenue	-	-	-	12,117	12,117	25,581	7,823	7,823	7,823	7,823	7,823	7,823	(9,830)	**86,924**	88,315	(1,391)
		71,268	71,268	128,283	140,400	140,400	84,677	240,027	138,316	158,695	260,405	158,695	158,695	370,503	**2,121,631**	**2,132,029**	**(10,398)**
Other Local Revenue																	
8660	Interest Revenue	-	-	-	-	-	20,349	-	-	-	-	-	-	-	**20,349**	-	20,349
8699	School Fundraising	-	-	-	-	3,258	-	-	-	-	-	-	-	-	**3,258**	-	3,258
		-	-	-	-	3,258	20,349	-	-	-	-	-	-	-	**23,607**	**-**	**23,607**
Total Revenue		**71,268**	**700,281**	**2,143,085**	**1,260,507**	**1,263,765**	**1,211,669**	**3,070,656**	**1,500,753**	**3,660,659**	**2,091,844**	**1,897,477**	**1,897,477**	**3,960,988**	**24,730,428**	**24,629,078**	**101,350**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	467,005	739,733	502,866	502,866	590,120	513,155	504,333	504,333	504,333	504,333	504,333	504,333	605,199	**6,946,942**	6,637,727	(309,215)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	174	174	174	174	174	174	209	**1,254**	2,592	1,338
1200	Pupil Support Salaries	50,758	41,592	42,866	42,866	60,329	39,411	51,981	51,981	51,981	51,981	51,981	51,981	62,377	**652,085**	511,279	(140,806)
1300	Administrators' Salaries	91,590	59,424	57,993	57,993	70,331	56,463	70,503	70,503	70,503	70,503	70,503	70,503	84,604	**901,417**	844,143	(57,274)
		609,352	840,749	603,725	603,725	720,780	609,030	626,991	626,991	626,991	626,991	626,991	626,991	752,390	**8,501,698**	**7,995,741**	**(505,957)**
Classified Salaries																	
2100	Instructional Salaries	1,077	1,746	1,218	1,218	1,473	1,287	1,212	1,212	1,212	1,212	1,212	1,212	1,455	**16,748**	16,404	(344)
2200	Support Salaries	2,949	1,835	1,835	1,835	2,396	1,835	1,942	1,942	1,942	1,942	1,942	1,942	2,331	**26,671**	26,278	(393)
2300	Classified Administrators' Salaries	14,003	8,924	9,172	9,172	14,629	8,881	8,884	8,884	8,884	8,884	8,884	8,884	10,661	**128,746**	122,969	(5,777)
2400	Clerical and Office Staff Salaries	2,521	1,591	2,473	2,473	4,280	2,928	1,634	1,634	1,634	1,634	1,634	1,634	1,961	**28,031**	22,107	(5,924)
		20,551	14,097	14,698	14,698	22,778	14,932	13,673	13,673	13,673	13,673	13,673	13,673	16,407	**200,196**	**187,758**	**(12,438)**
Benefits																	
3101	STRS	-	-	2,651	-	-	-	105,982	105,982	105,982	105,982	105,982	105,982	798,521	**1,437,064**	1,060,546	(376,518)
3301	OASDI	4,193	2,793	2,952	2,952	3,933	2,842	695	695	695	695	695	695	-	**23,834**	8,084	(15,750)
3311	Medicare	8,605	11,957	8,429	8,429	10,384	8,589	8,207	8,207	8,207	8,207	8,207	8,207	-	**105,637**	82,403	(23,233)
3401	Health and Welfare	-	-	-	-	15,770	655,146	166,280	166,280	166,280	166,280	166,280	166,280	(5,794)	**1,662,804**	1,623,024	(39,780)
3501	State Unemployment	517	662	700	700	70	532	57,244	45,795	22,898	11,449	11,449	11,449	-	**163,463**	216,731	53,268
3601	Workers' Compensation	-	-	16,314	11,966	-	78	7,924	7,924	7,924	7,924	7,924	7,924	-	**75,903**	79,562	3,659
		13,315	15,411	31,046	24,047	30,157	667,186	346,333	334,884	311,986	300,537	300,537	300,537	792,728	**3,468,705**	**3,070,351**	**(398,354)**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	1,037	-	162,550	17,570	10,042	10,042	10,042	10,042	10,042	10,042	-	**241,407**	122,500	(118,907)
4200	Books and Reference Materials	-	-	-	-	-	780,175	257,700	257,700	257,700	257,700	257,700	257,700	250,625	**2,577,000**	2,618,300	41,300
4302	School Supplies	-	7,802	2,423	1,436	4,842	-	200,034	200,034	200,034	200,034	200,034	200,034	-	**1,216,705**	1,237,836	21,131
4305	Software	-	8,090	83,774	150,573	165,311	440,873	111,341	111,341	111,341	111,341	111,341	111,341	(403,257)	**1,113,408**	1,113,408	-
4310	Office Expense	-	886	3,075	214	338	1,143	3,405	3,405	3,405	3,405	3,405	3,405	-	**26,083**	40,855	14,772
4311	Business Meals	-	-	-	-	-	(794)	4,568	4,568	4,568	4,568	4,568	4,568	-	**26,613**	54,814	28,201
4400	Noncapitalized Equipment	-	9,446	102,284	5,883	1,275	9,021	110,365	110,365	110,365	110,365	110,365	110,365	-	**790,099**	802,821	12,722
		-	26,225	192,592	158,106	334,316	1,247,988	697,453	697,453	697,453	697,453	697,453	697,453	(152,632)	**5,991,315**	**5,990,534**	**(782)**
Subagreement Services																	
5102	Special Education	-	10,419	42,795	29,572	82,875	166,008	173,000	173,000	173,000	173,000	173,000	173,000	360,330	**1,730,000**	1,757,700	27,700
5103	Substitute Teacher	-	-	-	-	-	15,717	-	-	-	-	-	-	-	**15,717**	-	(15,717)
5106	Other Educational Consultants	-	492	-	95	708	92,986	233,699	233,699	233,699	233,699	233,699	233,699	-	**1,496,473**	1,524,074	27,601
5107	Instructional Services	-	-	-	-	-	30,693	18,147	18,147	18,147	18,147	18,147	18,147	-	**139,573**	217,760	78,187
		-	10,911	42,795	29,667	83,583	305,404	424,846	424,846	424,846	424,846	424,846	424,846	360,330	**3,381,763**	**3,499,534**	**117,771**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	5,652	7,483	7,483	7,483	7,483	7,483	7,483	-	**50,552**	91,200	40,648
5300	Dues & Memberships	-	5,104	1,654	173	-	26,180	2,992	2,992	2,992	2,992	2,992	2,992	-	**51,061**	36,500	(14,561)
5400	Insurance	-	-	2,453	4,331	-	19,197	208	208	208	208	208	208	-	**27,231**	2,600	(24,631)
5501	Utilities	-	482	295	404	523	236	-	-	-	-	-	-	-	**1,940**	-	(1,940)
5502	Janitorial Services	-	850	-	850	-	1,700	1,350	1,350	1,350	1,350	1,350	1,350	-	**11,500**	16,400	4,900
5900	Communications	-	-	626	1,562	1,613	1,997	19,785	19,785	19,785	19,785	19,785	19,785	-	**124,509**	241,422	116,913

FY23-24 CalOps NorCal

Monthly Cash Flow/Forecast FY23-24

Revised 01/03/24

Actuals Through: 11/30/2023

ADA = 1738.48

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5901	Postage and Shipping	-	-	-	-	2,572	25,638	690	690	690	690	690	690	-	**32,349**	8,278	(24,071)
		-	6,436	5,028	7,320	4,708	80,601	32,508	32,508	32,508	32,508	32,508	32,508	-	**299,143**	**396,400**	**97,258**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	-	10,375	10,375	10,375	10,375	10,375	10,375	-	**62,250**	126,500	64,250
5602	Additional Rent	-	-	1,454	-	51,516	7,621	467	467	467	467	467	467	-	**63,392**	5,602	(57,790)
5603	Equipment Leases	-	-	-	-	275	-	511	511	511	511	511	511	-	**3,340**	6,130	2,790
5610	Repairs and Maintenance	-	3,400	-	60	-	2,337	1,319	1,319	1,319	1,319	1,319	1,319	-	**13,709**	15,823	2,114
		-	3,400	1,454	60	51,791	9,959	12,671	12,671	12,671	12,671	12,671	12,671	-	**142,692**	**154,055**	**11,363**
Professional/Consulting Services																	
5801	IT	-	1,547	-	-	-	361,541	28,107	28,107	28,107	28,107	28,107	28,107	(194,447)	**337,280**	337,280	-
5802	Audit & Taxes	-	-	102	1,123	794	48,901	-	-	-	-	-	-	-	**50,920**	14,795	(36,125)
5803	Legal	-	1,098	13,055	3,810	2,322	2,726	7,038	7,038	7,038	7,038	7,038	7,038	-	**65,241**	84,461	19,220
5804	Professional Development	-	-	9,148	3,044	6,798	44,167	19,528	19,528	19,528	19,528	19,528	19,528	-	**180,324**	234,335	54,011
5805	General Consulting	-	17	6,737	8,316	5,973	611,884	119,449	119,449	119,449	119,449	119,449	119,449	(886,629)	**462,993**	1,230,905	767,912
5807	Bank Charges	210	192	28	-	-	98	417	417	417	417	417	417	-	**3,028**	5,000	1,972
5809	Other taxes and fees	-	58	129	2	104	139	8,943	8,943	8,943	8,943	8,943	8,943	-	**54,092**	107,319	53,227
5810	Payroll Service Fee	-	-	-	-	-	187,768	-	-	-	-	-	-	-	**187,768**	-	(187,768)
5811	Management Fee	-	19,800	9,900	9,944	9,880	9,992	9,579	9,579	9,579	9,579	9,579	9,579	-	**116,991**	118,800	1,809
5812	District Oversight Fee	-	-	-	-	-	-	27,196	13,441	34,659	17,027	17,027	17,027	90,586	**216,961**	219,749	2,788
5815	Public Relations/Recruitment	-	11,988	10,692	-	7,517	97,052	18,983	18,983	18,983	18,983	18,983	18,983	-	**241,149**	227,801	(13,348)
		1,250	35,740	71,501	26,239	42,261	1,362,819	235,321	221,565	242,783	225,152	225,152	225,152	(998,187)	**1,916,746**	**2,580,445**	**663,699**
Depreciation																	
6900	Depreciation Expense	-	-	-	-	23,352	4,670	-	-	-	-	-	-	-	**28,023**	-	(28,023)
		-	-	-	-	23,352	4,670	-	-	-	-	-	-	-	**28,023**	**-**	**(28,023)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**644,468**	**952,968**	**962,839**	**863,861**	**1,313,726**	**4,302,588**	**2,389,796**	**2,364,592**	**2,362,912**	**2,333,831**	**2,333,831**	**2,333,831**	**771,036**	**23,930,280**	**23,874,817**	**(55,463)**
Monthly Surplus (Deficit)		**(573,200)**	**(252,687)**	**1,180,246**	**396,646**	**(49,961)**	**(3,090,919)**	**680,860**	**(863,839)**	**1,297,747**	**(241,987)**	**(436,355)**	**(436,355)**	**3,189,952**	**800,147**	**754,261**	**45,886**
Cash Flow Adjustments															3%		
Monthly Surplus (Deficit)		(573,200)	(252,687)	1,180,246	396,646	(49,961)	(3,090,919)	680,860	(863,839)	1,297,747	(241,987)	(436,355)	(436,355)	3,189,952	**800,147**		
Cash flows from operating activities																	
Depreciation/Amortization		-	-	-	-	23,352	4,670	-	-	-	-	-	-	-	**28,023**		
Public Funding Receivables		-	(629,013)	629,013	-	-	-		-	-	-	-	-	(3,960,988)	**(3,960,988)**		
Grants and Contributions Rec.		-	3,221,974	274,440	2,329,972	125,134	3,706	-	-	-	-	-	-	-	**5,955,225**		
Due To/From Related Parties		1,034,982	1,103,337	882,645	(3,132,613)	1,195,965	1,737,279	-	-	-	-	-	(8,000,000)	-	**(5,178,406)**		
Prepaid Expenses		-	(464)	464	(56,370)	-	-	-	-	-	-	-	-	-	**(56,370)**		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable		-	14,967	(1,060,623)	-	-	200	-	-	-	-	-	-	771,036	**(274,421)**		
Accrued Expenses		-	(681,258)	1,045,077	(200,050)	-	-	-	-	-	-	-	-	-	**163,769**		
Deferred Revenue		-	-	-	-	(235,026)											
Other Liabilities		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																	
Purchases of Prop. And Equip.		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																	
Proceeds from Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		461,782	2,776,856	2,951,261	(662,416)	1,059,464	(1,345,065)	680,860	(863,839)	1,297,747	(241,987)	(436,355)	(8,436,355)				
Cash, Beginning of Month		9,004,649	9,466,431	12,243,287	15,194,548	14,532,132	15,591,596	14,246,531	14,927,391	14,063,552	15,361,299	15,119,311	14,682,957				
Cash, End of Month		**9,466,431**	**12,243,287**	**15,194,548**	**14,532,132**	**15,591,596**	**14,246,531**	**14,927,391**	**14,063,552**	**15,361,299**	**15,119,311**	**14,682,957**	**6,246,602**				

California Online Public Schools

Financial Package
December 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Northern California

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 1,106,643	$1,138,390	$ (31,747)	$ 4,604,883	$ 4,680,048	$ (75,165)	$ 13,673,696
Education Protection Account	-	1,393,211	(1,393,211)	1,385,789	2,786,421	(1,400,632)	5,572,843
In Lieu of Property Taxes	-	201,911	(201,911)	-	1,060,032	(1,060,032)	2,728,393
Total State Aid - Revenue Limit	1,106,643	2,733,512	(1,626,869)	5,990,672	8,526,501	(2,535,829)	21,974,932
Federal Revenue							
Special Education - Entitlement	-	18,381	(18,381)	-	75,568	(75,568)	220,787
Title I, Part A - Basic Low Income	-	182,968	(182,968)	-	243,957	(243,957)	260,592
Title II, Part A - Teacher Quality	-	30,554	(30,554)	-	40,739	(40,739)	40,739
Total Federal Revenue	-	231,903	(231,903)	-	360,264	(360,264)	522,118
Other State Revenue							
State Special Education	-	130,493	(130,493)	527,385	536,471	(9,086)	1,567,409
Mandated Cost	59,096	57,694	1,402	59,096	57,694	1,402	57,694
State Lottery	-	-	-	-	-	-	418,612
Other State Revenue	25,581	7,948	17,633	49,815	32,676	17,139	88,315
Total Other State Revenue	84,677	196,135	(111,458)	636,296	626,842	9,454	2,132,029
Other Local Revenue							
Interest Revenue	20,349	-	20,349	20,349	-	20,349	-
School Fundraising	-	-	-	3,258	-	3,258	-
Total Other Local Revenue	20,349	-	20,349	23,607	-	23,607	-
Total Revenues	**1,211,669**	**3,161,550**	**(1,949,881)**	**6,650,575**	**9,513,607**	**(2,863,032)**	**24,629,078**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 513,155	$ 460,953	$ (52,202)	$ 3,315,746	$ 2,765,720	$ (550,026)	$ 6,637,727
Teachers' Extra Duty/Stipends	-	180	180	-	1,080	1,080	2,592
Pupil Support Salaries	39,411	35,506	(3,905)	277,821	213,033	(64,788)	511,279
Administrators' Salaries	56,463	58,621	2,158	393,794	351,726	(42,068)	844,143
Total Certificated Salaries	609,030	555,260	(53,770)	3,987,361	3,331,559	(655,802)	7,995,741
Classified Salaries							
Instructional Salaries	1,287	1,139	(147)	8,018	6,835	(1,183)	16,404
Support Salaries	1,835	1,825	(11)	12,687	10,949	(1,738)	26,278
Supervisors' and Administrators' Salaries	8,881	8,540	(342)	64,781	51,237	(13,544)	122,969
Clerical and Office Staff Salaries	2,928	1,535	(1,393)	16,266	9,211	(7,055)	22,107
Total Classified Salaries	14,932	13,039	(1,893)	101,752	78,232	(23,520)	187,758
Benefits							
State Teachers' Retirement System, certificated positions	-	88,379	88,379	2,651	530,273	527,622	1,060,546
OASDI/Medicare/Alternative, certificated positions	2,842	674	(2,168)	19,665	4,042	(15,623)	8,084
Medicare/Alternative, certificated positions	8,589	6,867	(1,722)	56,393	41,202	(15,192)	82,403
Health and Welfare Benefits, certificated positions	655,146	135,252	(519,894)	670,915	811,512	140,597	1,623,024
State Unemployment Insurance, certificated positions	532	10,837	10,305	3,180	65,019	61,839	216,731
Workers' Compensation Insurance, certificated positions	78	6,630	6,552	28,358	39,781	11,423	79,562
Total Benefits	667,186	248,638	(418,548)	781,162	1,491,829	710,667	3,070,351
Books & Supplies							
Textbooks and Core Materials	17,570	10,208	(7,362)	181,157	61,250	(119,907)	122,500
Books and Reference Materials	780,175	218,192	(561,983)	780,175	1,309,150	528,975	2,618,300
School Supplies	-	103,153	103,153	16,503	618,918	602,415	1,237,836
Software	440,873	92,784	(348,089)	848,620	556,704	(291,916)	1,113,408
Office Expense	1,143	3,405	2,262	5,656	20,427	14,772	40,855
Business Meals	(794)	4,568	5,362	(794)	27,407	28,201	54,814
Noncapitalized Equipment	9,021	66,902	57,880	127,910	401,410	273,500	802,821
Total Books & Supplies	1,247,988	499,211	(748,777)	1,959,228	2,995,267	1,036,039	5,990,534
Subagreement Services							
Special Education	166,008	146,475	(19,533)	331,670	878,850	547,180	1,757,700
Substitute Teacher	15,717	-	(15,717)	15,717	-	(15,717)	-
Other Educational Consultants	92,986	127,006	34,021	94,280	762,037	667,757	1,524,074
Instructional Services	30,693	18,147	(12,547)	30,693	108,880	78,187	217,760
Total Subagreement Services	305,404	291,628	(13,776)	472,360	1,749,767	1,277,407	3,499,534
Operations & Housekeeping							
Auto and Travel	5,652	7,600	1,948	5,652	45,600	39,948	91,200
Dues & Memberships	26,180	3,042	(23,139)	33,111	18,250	(14,861)	36,500
Insurance	19,197	217	(18,980)	25,981	1,300	(24,681)	2,600
Utilities	236	-	(236)	1,940	-	(1,940)	-
Janitorial Services	1,700	1,367	(333)	3,400	8,200	4,800	16,400
Communications	1,997	20,119	18,121	5,798	120,711	114,913	241,422
Postage and Shipping	25,638	690	(24,948)	28,210	4,139	(24,071)	8,278

California Online Public Schools Northern California

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Operations & Housekeeping	80,601	33,033	(47,568)	104,093	198,200	94,108	396,400
Facilities, Repairs & Other Leases							
Rent	-	10,542	10,542	-	63,250	63,250	126,500
Additional Rent	7,621	467	(7,155)	60,591	2,801	(57,790)	5,602
Equipment Leases	-	511	511	275	3,065	2,790	6,130
Repairs and Maintenance	2,337	1,319	(1,019)	5,798	7,911	2,114	15,823
Total Facilities, Repairs & Other Leases	9,959	12,838	2,879	66,664	77,027	10,363	154,055
Professional/Consulting Services							
IT	361,541	28,107	(333,434)	363,087	168,640	(194,447)	337,280
Audit & Taxes	48,901	4,932	(43,970)	50,920	14,795	(36,125)	14,795
Legal	2,726	7,038	4,312	23,010	42,231	19,220	84,461
Professional Development	44,167	19,528	(24,639)	63,157	117,168	54,011	234,335
General Consulting	611,884	102,575	(509,309)	632,926	615,452	(17,474)	1,230,905
Special Activities/Field Trips	(1,449)	-	1,449	23,520	-	(23,520)	-
Bank Charges	98	417	318	528	2,500	1,972	5,000
Other Taxes and Fees	139	8,943	8,804	432	53,660	53,227	107,319
Payroll Service Fee	187,768	-	(187,768)	187,768	-	(187,768)	-
Management Fee	9,992	9,900	(92)	59,516	59,400	(116)	118,800
District Oversight Fee	-	27,335	27,335	-	85,265	85,265	219,749
SPED Encroachment	-	-	-	7,696	-	(7,696)	-
Public Relations/Recruitment	97,052	18,983	(78,068)	127,249	113,901	(13,348)	227,801
Total Professional/Consulting Services	1,362,819	227,759	(1,135,060)	1,539,809	1,273,010	(266,798)	2,580,445
Depreciation							
Depreciation Expense	4,670	-	(4,670)	28,023	-	(28,023)	-
Total Depreciation	4,670	-	(4,670)	28,023	-	(28,023)	-
Total Expenses	**4,302,588**	**1,881,405**	**(2,421,183)**	**9,040,451**	**11,194,892**	**2,154,441**	**23,874,817**
Change in Net Assets	**(3,090,919)**	**1,280,145**	**(4,371,064)**	**(2,389,876)**	**(1,681,285)**	**(708,590)**	**754,261**
Net Assets, Beginning of Period	6,834,285			6,133,241			
Net Assets, End of Period	**$ 3,743,365**			**$ 3,743,365**			

California Online Public Schools

Statement of Financial Position

December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	19,751,553	$ 7,742,389	$ 14,246,531	$ 1,860,529	$ 2,433,289	$ 747,566	$ 46,781,856
Accounts Receivable	(8,789,893)	(1,049,474)	1,336,746	222,712	(192,377)	(21,630)	(8,493,916)
Due To/From Related Parties	14,904,280	(3,032,163)	(8,409,778)	(747,388)	(2,228,695)	(486,256)	-
Prepaid Expenses	283,964	35,329	75,985	-	8,506	-	403,784
Total Current Assets	**26,149,904**	**3,696,081**	**7,249,484**	**1,335,853**	**20,722**	**239,679**	**38,691,724**
Long-Term Assets							
Property & Equipment, Net	20,958	-	116,761	-	-	-	137,719
Deposits	20,287	100	-	-	-	-	20,387
Total Long Term Assets	**41,246**	**100**	**116,761**	**-**	**-**	**-**	**158,106**
Total Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**
Liabilities							
Current Liabilities							
Accounts Payable	$ 1,107	$ -	$ 200	$ -	$ -	$ -	1,307
Accrued Liabilities	(417,156)	(438,891)	1,247,648	210,700	422,265	106,009	1,130,576
Deferred Revenue	7,966,730	1,321,229	2,366,373	367,413	531,408	187,176	12,740,328
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Total Current Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Long-Term Liabilities							
Total Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Total Net Assets	18,614,863	2,810,327	3,743,365	756,495	(935,278)	(53,992)	24,935,779
Total Liabilities and Net Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**

California Online Public Schools

Statement of Cash Flows

For the period ended December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 12/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ 1,332,451	$ (787,204)	$ (3,090,919)	$ (280,799)	$ (973,898)	$ (179,923)	$ (3,980,291)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Decrease/(Increase) in Operating Assets:							
Grants, Contributions & Pledges Receivable	(5,075,819)	581,281	3,706	72,957	26,523	(445)	(4,391,798)
Due from Related Parties	(3,241,052)	722,373	1,737,279	150,245	513,031	118,123	-
Prepaid Expenses	223,887	-	-	1,501	-	-	225,388
Accounts Payable	1,107	-	200	-	-	-	1,307
Accrued Expenses	(1,709,724)	-	-	209	-	160	(1,709,356)
Deferred Revenue	-	(131,297)	-	-	(46,498)	-	(177,795)
Total Cash Flows from Operating Activities	**(8,469,149)**	**385,153**	**(1,349,735)**	**(55,887)**	**(480,841)**	**(62,085)**	**(10,032,545)**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	181	-	4,670	-	-	-	4,851
Total Cash Flows from Investing Activities	**181**	**-**	**4,670**	**-**	**-**	**-**	**4,851**
Change in Cash & Cash Equivalents	(8,468,969)	385,153	(1,345,065)	(55,887)	(480,841)	(62,085)	(10,027,694)
Cash & Cash Equivalents, Beginning of Period	28,220,521	7,357,237	15,591,596	1,916,416	2,914,130	809,650	56,809,550
Cash and Cash Equivalents, End of Period	**$ 19,751,553**	**$ 7,742,389**	**$ 14,246,531**	**$ 1,860,529**	**$ 2,433,289**	**$ 747,566**	**$ 46,781,856**

California Online Public Schools Northern California

Accounts Payable Aging

December 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Charter Communications	219708101120123	12/1/2023	12/31/2023	$ 200	$-	$-	$-	$-	$ 200
			Total Outstanding Invoices	$ 200	$ -	$ -	$ -	$ -	$ 200

California Online Public Schools Northern California

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60069	Alhambra	Drinking Water - 11/17/23	12/6/2023	$ 86.43
60070	Courtyard by Marriot	Facility Rental - 05/13/24 - 05/17/24	12/6/2023	4,910.63
60071	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	31,790.07
60072	Pitney Bowes Global Financial Services LLC	Past Due Fee	12/6/2023	35.00
VOID	Squeaky Clean	Janitorial Svcs - 11/08/23 - 12/05/23	12/6/2023	VOID
60074	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 07/23-10/23	12/13/2023	2,504,408.62
60075	C3 Builders, Inc.	Maintenance & Repair Svcs - 12/05/23	12/19/2023	1,623.36
60076	Corodata Shredding Inc	Shredding Svcs - 11/01/23, 11/28/23	12/19/2023	78.00
60077	ODP Business Solutions	Office Supplies	12/19/2023	133.03
60078	Oxford Consulting Services Inc.	SpEd Svcs - 10/23	12/19/2023	8,741.56
60079	Pearson Virtual Schools USA	SpEd Svcs - 11/23	12/19/2023	1,700.00
60080	The Phillips Academy	SpEd Svcs - 11/23	12/19/2023	5,589.00
60081	Teamwork Speech Therapy Inc	SpEd Svcs - 11/23	12/19/2023	300.00
60082	TinyEye Therapy Services	SpEd Svcs	12/19/2023	249.55
60083	Squeaky Clean	Janitorial Svcs - 11/08/23 - 12/05/23	12/20/2023	1,700.00
60084	AT&T	Communication Svcs - 11/07/23 - 12/06/23	12/21/2023	1,074.31
ACH	Chase Bank	Bank Fee	12/15/2023	98.44
ACH	Modesto Irrigation District	Utilities	12/26/2023	236.32
			Total Disbursements Issued in December	**$ 2,562,754.32**

CHARTER IMPACT

California Online Public Schools – North Bay

Monthly Financial Presentation – December 2023

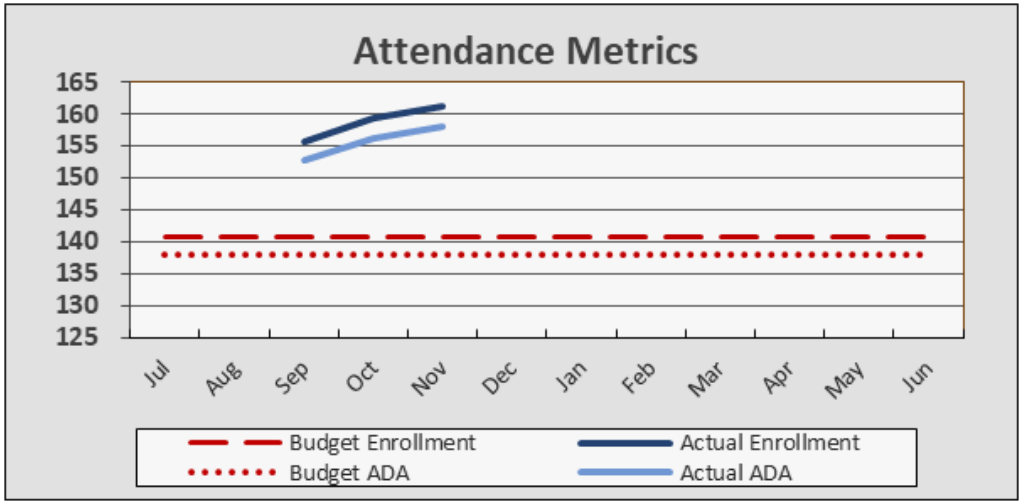
Highlights

- Enrollment forecasted at 161 students; up from 141
- Attendance forecasted at 158 (98%)
- Revenue forecasted at $2.3M; up $300k from budget
- Expenses forecasted at $2M; up $100K from budget
- **Surplus forecasted at $340K** with an ending fund balance forecasted at $1.1M
- Cash balance of $1.8M

Attendance Data and Metrics

- Enrollment forecasted at 161 students; *+14% over budget*
- ADA forecasted at 158; *FY24 P1*
- Unduplicated rate of 57%

Enrollment & Per Pupil Data			
	Actual	***Forecast***	***Budget***
Average Enrollment	*159*	*161*	*141*
ADA	*156*	*158*	*139*
Attendance Rate	*98.0%*	*98.0%*	*98.0%*
Unduplicated %	*57.0%*	*57.0%*	*56.8%*
Revenue per ADA		*$15,050*	*$14,978*
Expenses per ADA		*$12,894*	*$13,809*



Revenue

- **FY24 annual revenues forecasted at $2.3M**
  - Increases all driven by 14% increase in students

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 637,874	$ 695,574	$ (57,700)	$ 2,010,799	$ 1,759,868	$ 250,931
Federal Revenue	1,240	63,613	(62,373)	173,467	152,953	20,514
Other State Revenue	123,144	54,122	69,022	192,543	168,350	24,193
Other Local Revenue	60	-	60	60	-	60
Total Revenue	**$ 762,319**	**$ 813,309**	**$ (50,990)**	**$ 2,376,870**	**$ 2,081,172**	**$ 295,698**

Expenses

- **FY24 annual expenses forecasted at $2M**
  - Salaries increased due to additional hires and raises

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 313,820	$ 262,206	$ (51,614)	$ 679,593	$ 629,294	$ (50,298)
Classified Salaries	8,008	6,157	(1,851)	16,773	14,777	(1,996)
Benefits	69,670	138,594	68,924	337,530	292,217	(45,313)
Books and Supplies	172,710	222,337	49,626	471,564	444,673	(26,891)
Subagreement Services	44,299	122,030	77,731	233,253	244,059	10,807
Operations	8,665	21,076	12,411	32,641	42,152	9,511
Facilities	1,971	7,350	5,379	10,321	14,700	4,379
Professional Services	191,279	117,164	(74,115)	254,572	236,850	(17,722)
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Total Expenses	**$ 810,423**	**$ 896,914**	**$ 86,491**	**$ 2,036,248**	**$ 1,918,724**	**$ (117,524)**

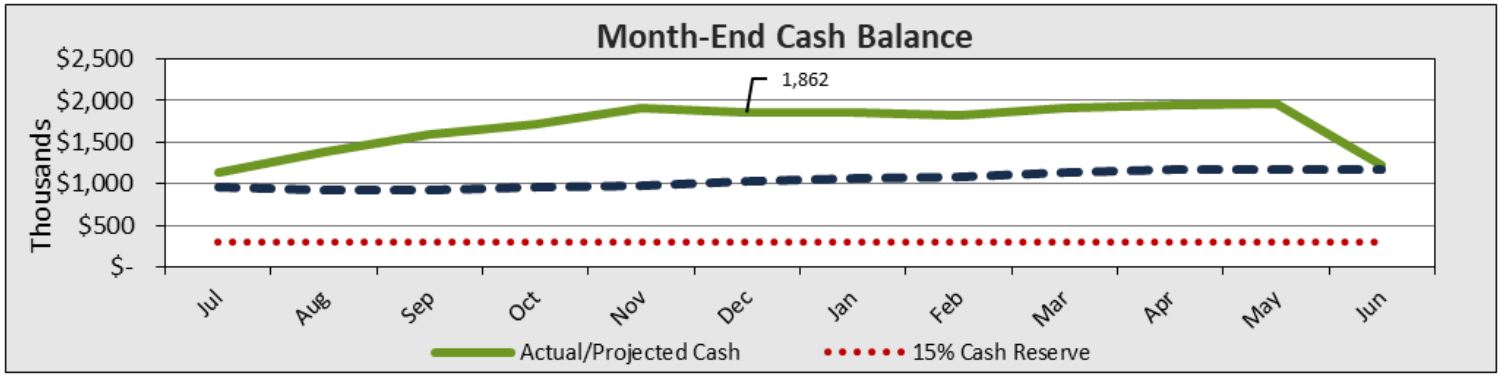
Fund Balance

- **Annual surplus forecasted at $340K**
- Ending fund balance forecasted at $1.1M (*56% of total expenses*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (48,104)**	**$ (83,605)**	**$ 35,501**	**$ 340,622**	**$ 162,448**	**$ 178,174**
Beginning Fund Balance	805,787	805,787		805,787	805,787	
Ending Fund Balance	**$ 757,682**	**$ 722,181**		**$ 1,146,408**	**$ 968,234**	
As a % of Annual Expenses	*37.2%*	*37.6%*		*56.3%*	*50.5%*	

Cash Balance

- **Current cash balance of $1.8M** (*330 days*)
- Cash projected at $1.3M by fiscal year end



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Set by Authorizer (by Jan 17)	**Principal Apportionment P1** - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	Charter Impact with CalOps support	No	Yes	https://www.cde.ca.gov/fg/sf/pa/
DATA	2-Jan	**CALPADS - Fall 2 Submission Window opens -** Information will be used by the US Department of Education and the California Department of Education to gain insights into student course enrollments, services rendered in support of school's English Learner population, staff assignments and full-time equivalent levels. The reported data represent a snapshot of a school's status in the previously listed areas per Census Day, October 4,2023. Schools have until March 1, 2024 to certified data. **IMPORTANT**: Fall 2 Staff assignment data will be referenced by the Commission on Teacher Credentialing (CTC) for accountability purposes. CTC will cross reference teachers' credential information with the courses/sections they are assigned to teach. CTC will report misassignments/discrepancies to your charter authorizer.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	12-Jan	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2023 - December 31, 2023.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	15-Jan	**Consolidated Application (ConApp) reporting** - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	17-Jan	**Mid-Year Expenditure Report due to SELPA** - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	19-Jan	**SELPA ADA/Enrollment report #2** - Interim financial reporting due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
DATA	26-Jan	**CALPADS - Fall 1 Amendment deadline** - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	31-Jan	**Federal Cash Management - Period 3 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/

Compliance Reporting

FINANCE	TBD	**Federal Stimulus Annual Report** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2022 - June 30, 2023.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/fg/cr/anreporthelp.asp
DATA	1-Feb	**School Accountability Report Card -** All public schools in California are required to prepare an annual SARC (2022/23). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	CalOps	Yes	No	https://www.cde.ca.gov/ta/ac/sa/
FINANCE	1-Feb	**Nonclassroom-Based Funding Determination -** Charter schools with an existing funding determination ending in 2023/24 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp
FINANCE	15-Feb	**Board of Equalization Property Tax Exemption** - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	20-Feb	**Certification of the First Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	26-Feb	**CRDC - 2023-24 Submission Window (Dec 11, 2023-Feb 26, 2024) -** The CRDC collects key information on civil rights indicators, including student enrollment and educational programs and services, most of which is disaggregated by race and ethnicity, sex, limited English proficiency, and disability status.	Charter Impact submits with data provided by CalOps	No	No	https://crdc.communities.ed.gov/#program
FINANCE	28-Feb	**E-Rate FCC Form 470 Due date (FY2024)** - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2024 filing window.	CalOps	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Set by Authorizer (by Mar 15)	**2nd Interim Financial Report** - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

Appendix

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

FY23-24 CalOps North Bay

Monthly Cash Flow/Forecast FY23-24

Revised 01/19/24

Actuals Through: 12/31/2023

ADA = 157.93

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 138.94	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	58,041	56,897	103,445	103,445	103,445	104,911	104,911	133,643	133,643	133,643	133,643	133,644	**1,303,312**	1,138,416	164,896
8012	Education Protection Account	-	-	-	7,063	-	-	7,896	-	7,896	-	-	-	8,730	**31,586**	27,789	3,797
8096	In Lieu of Property Taxes	-	-	36,271	72,543	48,362	48,362	48,362	48,362	124,547	62,273	62,273	62,273	62,273	**675,902**	593,664	82,238
		-	58,041	93,168	183,051	151,807	151,807	161,169	153,273	266,086	195,917	195,917	195,917	204,647	**2,010,799**	**1,759,868**	**250,931**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	1,589	1,589	3,313	3,313	3,313	3,313	3,313	**19,741**	17,368	2,373
8290	Title I, Part A - Basic Low Income	-	-	-	-	53	-	-	-	-	-	-	-	32,549	**32,602**	34,245	(1,643)
8290	Title IV, Part A	-	-	-	-	-	-	-	-	-	-	-	-	10,000	**10,000**	10,000	-
8296	Other Federal Revenue	-	-	-	-	-	-	26,594	-	-	26,594	-	-	53,188	**106,375**	91,340	15,035
		-	-	1,187	-	53	-	28,183	1,589	3,313	29,906	3,313	3,313	102,611	**173,467**	**152,953**	**20,514**
Other State Revenue																	
8311	State Special Education	7,776	7,776	13,996	13,996	13,996	-	11,281	11,281	12,009	12,009	12,009	12,009	12,009	**140,145**	123,299	16,846
8550	Mandated Cost	-	-	-	-	-	5,177	-	-	-	-	-	-	-	**5,177**	5,174	3
8560	State Lottery	-	-	-	-	6,725	-	8,793	-	-	8,793	-	-	15,014	**39,324**	32,930	6,394
8599	Other State Revenue	-	-	1,144	1,028	50,502	1,028	711	711	711	711	711	711	(50,070)	**7,896**	6,947	949
		7,776	7,776	15,140	15,024	71,223	6,205	20,785	11,992	12,719	21,512	12,719	12,719	(23,047)	**192,543**	**168,350**	**24,193**
Other Local Revenue																	
8660	Interest Revenue	4	6	7	12	15	15	-	-	-	-	-	-	-	**60**	-	60
		4	6	7	12	15	15	-	-	-	-	-	-	-	**60**	**-**	**60**
Total Revenue		**7,780**	**65,823**	**109,503**	**198,087**	**223,098**	**158,027**	**210,136**	**166,853**	**282,118**	**247,335**	**211,949**	**211,949**	**284,211**	**2,376,870**	**2,081,172**	**295,698**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	36,755	58,220	39,577	39,577	46,445	40,387	40,825	40,825	40,825	40,825	40,825	40,825	48,990	**554,900**	522,414	(32,486)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	14	14	14	14	14	14	17	**102**	204	102
1200	Pupil Support Salaries	3,995	3,273	3,374	3,374	4,748	3,102	4,228	4,228	4,228	4,228	4,228	4,228	5,074	**52,308**	40,240	(12,068)
1300	Administrators' Salaries	7,208	4,677	4,564	4,564	5,535	4,444	5,735	5,735	5,735	5,735	5,735	5,735	6,882	**72,283**	66,437	(5,846)
		47,958	66,170	47,515	47,515	56,728	47,933	50,802	50,802	50,802	50,802	50,802	50,802	60,962	**679,593**	**629,294**	**(50,298)**
Classified Salaries																	
2100	Instructional Salaries	85	137	96	96	116	101	99	99	99	99	99	99	118	**1,341**	1,291	(50)
2200	Support Salaries	232	144	144	144	189	144	158	158	158	158	158	158	190	**2,136**	2,068	(68)
2300	Classified Administrators' Salaries	1,102	702	722	722	1,151	699	723	723	723	723	723	723	867	**10,301**	9,678	(623)
2400	Clerical and Office Staff Salaries	198	125	195	195	337	230	238	238	238	238	238	238	286	**2,995**	1,740	(1,255)
		1,617	1,109	1,157	1,157	1,793	1,175	1,217	1,217	1,217	1,217	1,217	1,217	1,461	**16,773**	**14,777**	**(1,996)**
Benefits																	
3101	STRS	-	-	-	-	-	209	8,704	8,704	8,704	8,704	8,704	8,704	64,004	**116,438**	83,469	(32,969)
3301	OASDI	330	220	232	232	310	224	66	66	66	66	66	66	-	**1,942**	636	(1,306)
3311	Medicare	677	941	663	663	817	676	676	676	676	676	676	676	-	**8,495**	6,485	(2,010)
3401	Health and Welfare	-	-	-	-	1,241	59,751	16,636	16,636	16,636	16,636	16,636	16,636	-	**160,809**	157,794	(3,015)
3501	State Unemployment	41	52	55	55	6	42	10,924	8,739	4,370	2,185	2,185	2,185	12,859	**43,696**	37,571	(6,125)
3601	Workers' Compensation	-	-	1,284	942	-	7	653	653	653	653	653	653	-	**6,150**	6,262	112
		1,048	1,213	2,235	1,893	2,373	60,908	37,659	35,474	31,105	28,920	28,920	28,920	76,863	**337,530**	**292,217**	**(45,313)**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	82	-	12,793	1,385	883	883	883	883	883	883	-	**19,560**	9,300	(10,260)
4200	Books and Reference Materials	-	-	-	-	-	72,331	20,533	20,533	20,533	20,533	20,533	20,533	-	**195,528**	205,329	9,801
4302	School Supplies	-	597	950	113	377	-	14,526	14,526	14,526	14,526	14,526	14,526	-	**89,191**	77,396	(11,795)
4305	Software	-	637	5,751	14,387	13,011	39,714	9,241	9,241	9,241	9,241	9,241	9,241	(36,536)	**92,411**	92,411	-
4310	Office Expense	-	8	232	9	15	142	268	268	268	268	268	268	-	**2,014**	3,216	1,202
4400	Noncapitalized Equipment	-	743	8,050	463	100	820	10,447	10,447	10,447	10,447	10,447	10,447	-	**72,860**	57,022	(15,839)
		-	1,985	15,065	14,973	26,296	114,393	55,898	55,898	55,898	55,898	55,898	55,898	(36,536)	**471,564**	**444,673**	**(26,891)**
Subagreement Services																	
5102	Special Education	-	-	480	2,905	14,623	13,768	15,720	15,720	15,720	15,720	15,720	15,720	-	**126,096**	138,300	12,204
5103	Substitute Teacher	-	-	-	-	-	1,429	-	-	-	-	-	-	-	**1,429**	-	(1,429)
5106	Other Educational Consultants	-	39	-	7	24	8,197	12,861	12,861	12,861	12,861	12,861	12,861	-	**85,435**	70,825	(14,609)
5107	Instructional Services	-	-	-	-	-	2,827	2,911	2,911	2,911	2,911	2,911	2,911	-	**20,294**	34,934	14,640
		-	39	480	2,912	14,647	26,221	31,492	31,492	31,492	31,492	31,492	31,492	-	**233,253**	**244,059**	**10,807**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	12	1,492	1,492	1,492	1,492	1,492	1,492	-	**8,962**	15,700	6,738
5300	Dues & Memberships	-	438	1,190	14	-	2,380	342	342	342	342	342	342	-	**6,072**	3,600	(2,472)
5400	Insurance	-	-	193	341	-	1,553	25	25	25	25	25	25	-	**2,237**	200	(2,037)
5502	Janitorial Services	-	-	-	-	-	-	142	142	142	142	142	142	-	**850**	1,500	650
5900	Communications	-	-	34	38	42	66	1,942	1,942	1,942	1,942	1,942	1,942	-	**11,829**	20,500	8,671
5901	Postage and Shipping	-	-	-	-	4	2,361	54	54	54	54	54	54	-	**2,691**	652	(2,039)
		-	438	1,417	393	46	6,372	3,996	3,996	3,996	3,996	3,996	3,996	-	**32,641**	**42,152**	**9,511**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	1,292	1,315	1,315	1,315	1,315	1,315	1,315	-	**9,180**	13,777	4,597

FY23-24 CalOps North Bay

Monthly Cash Flow/Forecast FY23-24

Revised 01/19/24

Actuals Through: 12/31/2023

ADA = 157.93

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5602	Additional Rent	-	-	114	-	-	422	37	37	37	37	37	37	-	**757**	441	(316)
5603	Equipment Leases	-	-	-	-	-	-	40	40	40	40	40	40	-	**241**	482	241
		-	-	114	-	-	1,857	1,392	1,392	1,392	1,392	1,392	1,392	-	**10,321**	**14,700**	**4,379**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	35,857	667	667	667	667	667	667	-	**39,857**	8,000	(31,857)
5802	Audit & Taxes	-	-	8	88	62	4,659	-	-	-	-	-	-	-	**4,818**	1,165	(3,653)
5803	Legal	-	-	82	391	174	638	554	554	554	554	554	554	-	**4,609**	6,648	2,039
5804	Professional Development	-	-	720	240	537	3,333	1,537	1,537	1,537	1,537	1,537	1,537	4,392	**18,445**	18,445	-
5805	General Consulting	-	1	491	655	483	109,803	17,489	17,489	17,489	17,489	17,489	17,489	(100,977)	**115,387**	146,296	30,909
5807	Bank Charges	-	-	25	-	-	4	83	83	83	83	83	83	-	**529**	1,000	471
5809	Other taxes and fees	-	5	10	0	8	9	717	717	717	717	717	717	-	**4,332**	8,600	4,268
5810	Payroll Service Fee	-	-	-	-	-	17,070	-	-	-	-	-	-	-	**17,070**	-	(17,070)
5811	Management Fee	-	1,558	779	783	777	787	779	779	779	779	779	779	-	**9,359**	9,350	(9)
5812	District Oversight Fee	-	-	-	-	-	-	1,612	1,533	2,661	1,959	1,959	1,959	8,425	**20,108**	17,599	(2,509)
5815	Public Relations/Recruitment	-	944	842	-	592	7,808	1,646	1,646	1,646	1,646	1,646	1,646	-	**20,059**	19,747	(312)
		88	2,596	3,116	2,156	3,356	179,967	25,016	24,937	26,065	25,363	25,363	25,363	(88,813)	**254,572**	**236,850**	**(17,722)**
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**50,712**	**73,549**	**71,099**	**70,998**	**105,239**	**438,826**	**207,472**	**205,208**	**201,967**	**199,080**	**199,080**	**199,080**	**13,937**	**2,036,248**	**1,918,724**	**(117,524)**
Monthly Surplus (Deficit)		**(42,931)**	**(7,726)**	**38,404**	**127,089**	**117,859**	**(280,799)**	**2,664**	**(38,355)**	**80,152**	**48,255**	**12,868**	**12,868**	**270,273**	**340,621**	**162,448**	**178,174**
															14.3%		
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(42,931)	(7,726)	38,404	127,089	117,859	(280,799)	2,664	(38,355)	80,152	48,255	12,868	12,868	270,273	**340,621**		
	Cash flows from operating activities																
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Public Funding Receivables	-	(58,041)	58,041	-	-	-	-	-	-	-	-	-	(284,211)	**(284,211)**		
	Grants and Contributions Rec.	-	255,370	47,925	(52,242)	(39,567)	72,957	-	-	-	-	-	-	-	**284,443**		
	Due To/From Related Parties	(17,716)	81,969	69,453	53,792	99,179	150,245	-	-	-	-	-	(747,300)	-	**(310,378)**		
	Prepaid Expenses	-	-	-	-	-	1,501	-	-	-	-	-	-	-	**1,501**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	-	(170)	(161,639)	-	-	-	-	-	-	-	-	-	13,937	**(147,872)**		
	Accrued Expenses	-	(18,435)	161,431	(16,348)	-	209	-	-	-	-	-	-	-	**126,857**		
	Other Liabilities	-	-	-	-	28,740	-	-	-	-	-	-	-	-	**28,740**		
	Cash flows from investing activities																
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Cash flows from financing activities																
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash		(60,647)	252,967	213,615	112,291	206,211	(55,887)	2,664	(38,355)	80,152	48,255	12,868	(734,432)				
Cash, Beginning of Month		1,193,166	1,132,519	1,385,485	1,599,100	1,711,392	1,917,603	1,861,716	1,864,380	1,826,025	1,906,177	1,954,431	1,967,300				
Cash, End of Month		**1,132,519**	**1,385,485**	**1,599,100**	**1,711,392**	**1,917,603**	**1,861,716**	**1,864,380**	**1,826,025**	**1,906,177**	**1,954,431**	**1,967,300**	**1,232,868**				

California Online Public Schools

Financial Package
December 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Academy North Bay

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 103,445	$ 104,157	$ (712)	$ 425,273	$ 428,203	$ (2,930)	$1,138,416
Education Protection Account	-	6,947	(6,947)	7,063	13,894	(6,831)	27,789
In Lieu of Property Taxes	48,362	48,281	81	205,538	253,476	(47,938)	593,664
Total State Aid - Revenue Limit	151,807	159,386	(7,579)	637,874	695,574	(57,700)	1,759,868
Federal Revenue							
Special Education - Entitlement	-	1,589	(1,589)	-	6,533	(6,533)	17,368
Title I, Part A - Basic Low Income	-	25,684	(25,684)	53	34,245	(34,192)	44,245
Other Federal Revenue	-	-	-	-	22,835	(22,835)	91,340
Total Federal Revenue	-	27,273	(27,273)	53	63,613	(63,560)	152,953
Other State Revenue							
State Special Education	-	11,281	(11,281)	57,540	46,378	11,162	123,299
Mandated Cost	5,177	5,174	3	5,177	5,174	3	5,174
State Lottery	-	-	-	6,725	-	6,725	32,930
Other State Revenue	1,028	625	403	53,702	2,570	51,132	6,947
Total Other State Revenue	6,205	17,080	(10,875)	123,144	54,122	69,022	168,350
Other Local Revenue							
Interest Revenue	15	-	15	60	-	60	-
Total Other Local Revenue	15	-	15	60	-	60	-
Total Revenues	**158,027**	**203,739**	**(45,712)**	**761,131**	**813,309**	**(52,177)**	**2,081,171**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 40,387	$ 36,279	$ (4,109)	$ 260,962	$ 217,672	$ (43,289)	$ 522,414
Teachers' Extra Duty/Stipends	-	14	14	-	85	85	204
Pupil Support Salaries	3,102	2,794	(307)	21,866	16,766	(5,099)	40,240
Administrators' Salaries	4,444	4,614	170	30,993	27,682	(3,311)	66,437
Total Certificated Salaries	47,933	43,701	(4,232)	313,820	262,206	(51,614)	629,294
Classified Salaries							
Instructional Salaries	101	90	(12)	631	538	(93)	1,291
Support Salaries	144	144	(1)	998	862	(137)	2,068
Supervisors' and Administrators' Salaries	699	672	(27)	5,099	4,033	(1,066)	9,678
Clerical and Office Staff Salaries	230	121	(110)	1,280	725	(555)	1,740
Total Classified Salaries	1,175	1,026	(149)	8,008	6,157	(1,851)	14,777
Benefits							
State Teachers' Retirement System, certificated positions	209	6,956	6,747	209	41,734	41,526	83,469
OASDI/Medicare/Alternative, certificated positions	224	53	(171)	1,548	318	(1,230)	636
Medicare/Alternative, certificated positions	676	540	(136)	4,438	3,243	(1,196)	6,485
Health and Welfare Benefits, certificated positions	59,751	13,150	(46,602)	60,992	78,897	17,905	157,794
State Unemployment Insurance, certificated positions	42	1,879	1,837	250	11,271	11,021	37,571
Workers' Compensation Insurance, certificated positions	7	522	515	2,233	3,131	898	6,262
Other Benefits, certificated positions	(0)	-	0	(0)	-	0	-
Total Benefits	60,908	23,099	(37,809)	69,670	138,594	68,924	292,217
Books & Supplies							
Textbooks and Core Materials	1,385	775	(610)	14,260	4,650	(9,610)	9,300
Books and Reference Materials	72,331	17,111	(55,220)	72,331	102,665	30,334	205,329
School Supplies	-	6,450	6,450	2,036	38,698	36,662	77,396
Software	39,714	7,701	(32,013)	73,500	46,206	(27,295)	92,411
Office Expense	142	268	126	406	1,608	1,202	3,216
Noncapitalized Equipment	820	4,752	3,932	10,177	28,511	18,334	57,021
Total Books & Supplies	114,393	37,056	(77,337)	172,710	222,337	49,626	444,673
Subagreement Services							
Special Education	13,768	11,525	(2,243)	31,776	69,150	37,374	138,300
Substitute Teacher	1,429	-	(1,429)	1,429	-	(1,429)	-
Other Educational Consultants	8,197	5,902	(2,295)	8,268	35,413	27,145	70,825
Instructional Services	2,827	2,911	85	2,827	17,467	14,640	34,934
Total Subagreement Services	26,221	20,338	(5,882)	44,299	122,030	77,731	244,059
Operations & Housekeeping							
Auto and Travel	12	1,308	1,296	12	7,850	7,838	15,700
Dues & Memberships	2,380	300	(2,080)	4,022	1,800	(2,222)	3,600
Insurance	1,553	17	(1,536)	2,087	100	(1,987)	200
Janitorial Services	-	125	125	-	750	750	1,500

California Online Public Schools Academy North Bay

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Communications	66	1,708	1,643	179	10,250	10,071	20,500
Postage and Shipping	2,361	54	(2,307)	2,365	326	(2,039)	652
Total Operations & Housekeeping	6,372	3,513	(2,859)	8,665	21,076	12,411	42,152
Facilities, Repairs & Other Leases							
Rent	1,292	1,148	(144)	1,292	6,888	5,597	13,777
Additional Rent	422	37	(385)	536	221	(316)	441
Equipment Leases	-	40	40	-	241	241	482
Repairs and Maintenance	143	-	(143)	143	-	(143)	-
Total Facilities, Repairs & Other Leases	1,857	1,225	(632)	1,971	7,350	5,379	14,700
Professional/Consulting Services							
IT	35,857	667	(35,190)	35,857	4,000	(31,857)	8,000
Audit & Taxes	4,659	388	(4,271)	4,818	1,165	(3,653)	1,165
Legal	638	554	(84)	1,285	3,324	2,039	6,648
Professional Development	3,333	1,537	(1,796)	4,830	9,222	4,392	18,445
General Consulting	109,803	12,191	(97,611)	111,432	73,148	(38,284)	146,296
Special Activities/Field Trips	-	-	-	404	-	(404)	-
Bank Charges	4	83	79	29	500	471	1,000
Other Taxes and Fees	9	717	708	32	4,300	4,268	8,600
Payroll Service Fee	17,070	-	(17,070)	17,070	-	(17,070)	-
Management Fee	787	779	(7)	4,684	4,675	(9)	9,350
District Oversight Fee	-	1,594	1,594	-	6,956	6,956	17,599
SPED Encroachment	-	-	-	653	-	(653)	-
Public Relations/Recruitment	7,808	1,646	(6,163)	10,185	9,873	(312)	19,747
Total Professional/Consulting Services	179,967	20,156	(159,811)	191,279	117,164	(74,115)	236,850
Total Expenses	**438,826**	**150,114**	**(288,711)**	**810,423**	**896,914**	**86,491**	**1,918,724**
Change in Net Assets	**(280,799)**	**53,625**	**(334,423)**	**(49,291)**	**(83,605)**	**34,314**	**162,448**
Net Assets, Beginning of Period	1,037,294			805,787			
Net Assets, End of Period	**$ 756,495**			**$ 756,495**			

California Online Public Schools

Statement of Financial Position

December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	19,751,553	$ 7,742,389	$ 14,246,531	$ 1,860,529	$ 2,433,289	$ 747,566	$ 46,781,856
Accounts Receivable	(8,789,893)	(1,049,474)	1,336,746	222,712	(192,377)	(21,630)	(8,493,916)
Due To/From Related Parties	14,904,280	(3,032,163)	(8,409,778)	(747,388)	(2,228,695)	(486,256)	-
Prepaid Expenses	283,964	35,329	75,985	-	8,506	-	403,784
Total Current Assets	**26,149,904**	**3,696,081**	**7,249,484**	**1,335,853**	**20,722**	**239,679**	**38,691,724**
Long-Term Assets							
Property & Equipment, Net	20,958	-	116,761	-	-	-	137,719
Deposits	20,287	100	-	-	-	-	20,387
Total Long Term Assets	**41,246**	**100**	**116,761**	**-**	**-**	**-**	**158,106**
Total Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**
Liabilities							
Current Liabilities							
Accounts Payable	$ 1,107	$ -	$ 200	$ -	$ -	$ -	1,307
Accrued Liabilities	(417,156)	(438,891)	1,247,648	210,700	422,265	106,009	1,130,576
Deferred Revenue	7,966,730	1,321,229	2,366,373	367,413	531,408	187,176	12,740,328
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Total Current Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Long-Term Liabilities							
Total Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Total Net Assets	18,614,863	2,810,327	3,743,365	756,495	(935,278)	(53,992)	24,935,779
Total Liabilities and Net Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**

California Online Public Schools

Statement of Cash Flows

For the period ended December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 12/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ 1,332,451	$ (787,204)	$ (3,090,919)	$ (280,799)	$ (973,898)	$ (179,923)	$ (3,980,291)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Decrease/(Increase) in Operating Assets:							
Grants, Contributions & Pledges Receivable	(5,075,819)	581,281	3,706	72,957	26,523	(445)	(4,391,798)
Due from Related Parties	(3,241,052)	722,373	1,737,279	150,245	513,031	118,123	-
Prepaid Expenses	223,887	-	-	1,501	-	-	225,388
Accounts Payable	1,107	-	200	-	-	-	1,307
Accrued Expenses	(1,709,724)	-	-	209	-	160	(1,709,356)
Deferred Revenue	-	(131,297)	-	-	(46,498)	-	(177,795)
Total Cash Flows from Operating Activities	**(8,469,149)**	**385,153**	**(1,349,735)**	**(55,887)**	**(480,841)**	**(62,085)**	**(10,032,545)**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	181	-	4,670	-	-	-	4,851
Total Cash Flows from Investing Activities	**181**	**-**	**4,670**	**-**	**-**	**-**	**4,851**
Change in Cash & Cash Equivalents	(8,468,969)	385,153	(1,345,065)	(55,887)	(480,841)	(62,085)	(10,027,694)
Cash & Cash Equivalents, Beginning of Period	28,220,521	7,357,237	15,591,596	1,916,416	2,914,130	809,650	56,809,550
Cash and Cash Equivalents, End of Period	**$ 19,751,553**	**$ 7,742,389**	**$ 14,246,531**	**$ 1,860,529**	**$ 2,433,289**	**$ 747,566**	**$ 46,781,856**

California Online Public Schools Academy North Bay

Accounts Payable Aging

December 31, 2023

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

California Online Public Schools Academy North Bay

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30013	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	$ 2,565.00
30014	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 07/23	12/13/2023	232,898.60
30014	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 08/23	12/13/2023	232,898.60
30014	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 09/23	12/13/2023	232,898.60
30014	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 10/23	12/13/2023	232,898.60
30015	Samanths Boyd-Saez	Reimb - 11/22/23	12/19/2023	16.67
30016	Oxford Consulting Services Inc.	SpEd Svcs - 10/23	12/19/2023	570.31
30017	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 11/23	12/19/2023	390.00
ACH	Pearson Virtual Schools USA	Educational Services	12/1/2023	50,426.25
ACH	Chase Bank	Bank Fee	12/5/2023	4.00

Total Disbursements Issued in December $ 985,566.63

CHARTER IMPACT

California Online Public Schools - SoCal

Monthly Financial Presentation – December 2023

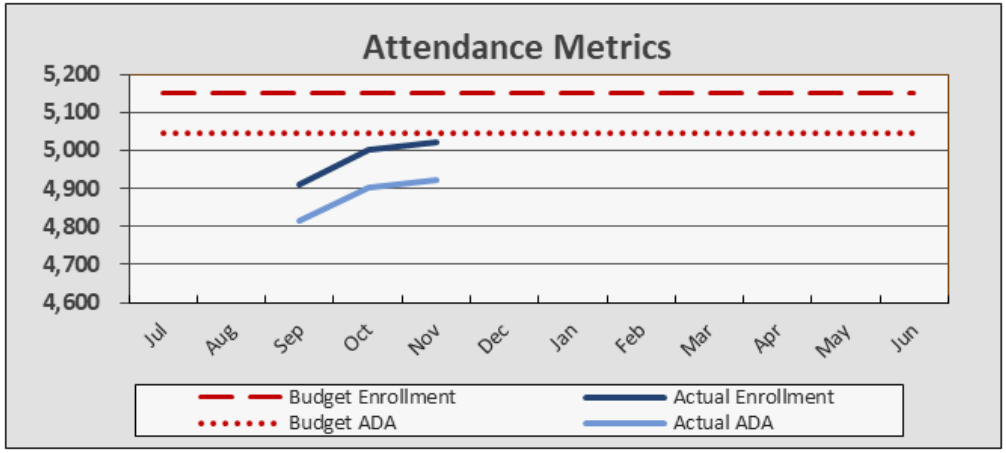
Highlights

- Enrollment forecasted at 5,020 students – down 2% from plan
- Attendance forecasted at 4,922 (98%)
- Revenue forecasted at $72.6M; slight decrease
- Expenses forecasted at $67M; in line with budget
- **Surplus forecasted at $5.5M** with an ending fund balance forecasted at $22M.
- Cash balance of $20M
- Cash projected at $30M by fiscal year end.

Attendance Data and Metrics

- Enrollment forecasted at 5,020 students; *trending up monthly*
- ADA forecasted at 4,922; *P1 of 4,922*
- Unduplicated rate of 52%

Enrollment & Per Pupil Data			
	Actual	***Forecast***	***Budget***
Average Enrollment	*4,977*	*5020*	*5149*
ADA	*4,879*	*4922*	*5046*
Attendance Rate	*98.0%*	*98.0%*	*98.0%*
Unduplicated %	*52.4%*	*52.4%*	*51.0%*
Revenue per ADA		*$14,764*	*$14,707*
Expenses per ADA		*$13,640*	*$13,426*



Revenue

- FY24 annual revenues forecasted at $72.6M
  - $1.5M drop due to ADA decrease of 120 students from budget (2%)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 27,130,051	$ 24,496,479	$ 2,633,572	$ 61,759,335	$ 63,140,460	$ (1,381,124)
Federal Revenue	-	1,951,388	(1,951,388)	4,615,851	4,877,546	(261,696)
Other State Revenue	1,864,101	1,874,119	(10,018)	6,101,770	6,187,889	(86,118)
Other Local Revenue	187,126	-	187,126	187,126	-	187,126
Total Revenue	**$29,181,278**	**$28,321,986**	**$ 859,292**	**$72,664,082**	**$74,205,895**	**$(1,541,812)**

Expenses

- FY24 annual expenses forecasted at $67M
  - $2M increase in salaries & benefits; 50 additional positions added and raises
  - Savings made up in other categories (i.e., professional services)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 11,408,283	$ 9,531,960	$ (1,876,323)	$ 24,705,197	$ 22,876,704	$ (1,828,493)
Classified Salaries	291,124	223,831	(67,293)	609,763	537,195	(72,568)
Benefits	2,205,023	4,256,539	2,051,515	10,131,044	8,599,883	(1,531,161)
Books and Supplies	6,430,146	8,403,468	1,973,322	16,196,251	16,806,936	610,685
Subagreement Services	1,410,962	5,026,252	3,615,289	8,620,124	10,052,503	1,432,379
Operations	311,590	573,106	261,516	874,196	1,146,212	272,016
Facilities	412,683	157,005	(255,679)	466,452	314,009	(152,443)
Professional Services	4,711,306	3,718,616	(992,690)	5,526,921	7,406,486	1,879,565
Depreciation	1,084	1,550	466	2,634	3,100	466
Interest	-	-	-	-	-	-
Total Expenses	**$27,182,200**	**$31,892,326**	**$ 4,710,126**	**$67,132,582**	**$67,743,028**	**$ 610,445**

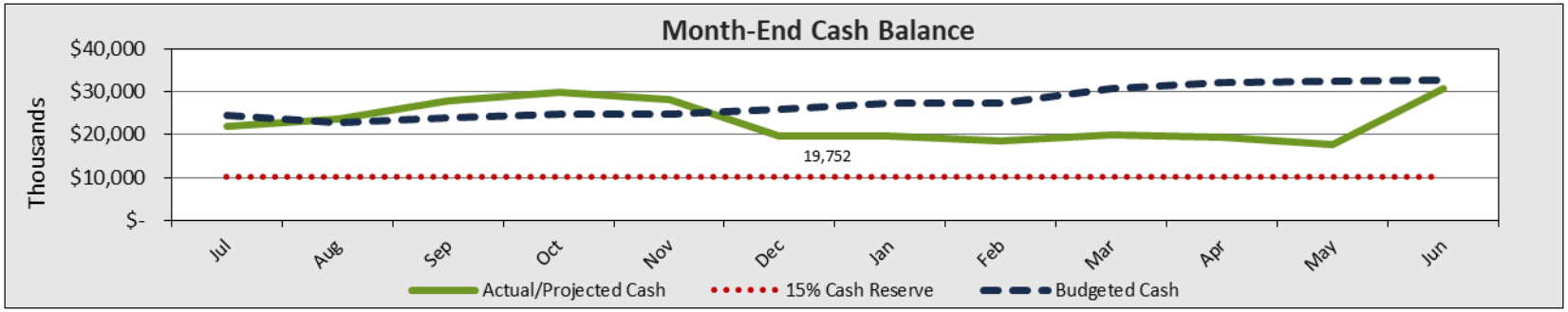
Fund Balance

- **Annual surplus forecasted at $5.5M**
- Ending fund balance forecasted at $22M (*33% of total expenses*)

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ 1,999,078**	**$ (3,570,340)**	**$ 5,569,418**	**$ 5,531,500**	**$ 6,462,867**	**$ (931,367)**
Beginning Fund Balance	16,615,785	16,615,785		16,615,785	16,615,785	
Ending Fund Balance	**$18,614,863**	**$13,045,445**		**$22,147,285**	**$23,078,652**	
As a % of Annual Expenses	*27.7%*	*19.3%*		*33.0%*	*34.1%*	

Cash Balance

- **Current cash balance of $23.6M** (*150 days*)
- Cash projected at $30M by fiscal year end



Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Set by Authorizer (by Jan 17)	**Principal Apportionment P1** - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	Charter Impact with CalOps support	No	Yes	https://www.cde.ca.gov/fg/sf/pa/
DATA	2-Jan	**CALPADS - Fall 2 Submission Window opens -** Information will be used by the US Department of Education and the California Department of Education to gain insights into student course enrollments, services rendered in support of school's English Learner population, staff assignments and full-time equivalent levels. The reported data represent a snapshot of a school's status in the previously listed areas per Census Day, October 4,2023. Schools have until March 1, 2024 to certified data. **IMPORTANT**: Fall 2 Staff assignment data will be referenced by the Commission on Teacher Credentialing (CTC) for accountability purposes. CTC will cross reference teachers' credential information with the courses/sections they are assigned to teach. CTC will report misassignments/discrepancies to your charter authorizer.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	12-Jan	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2023 - December 31, 2023.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	15-Jan	**Consolidated Application (ConApp) reporting** - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	17-Jan	**Mid-Year Expenditure Report due to SELPA** - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	19-Jan	**SELPA ADA/Enrollment report #2** - Interim financial reporting due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
DATA	26-Jan	**CALPADS - Fall 1 Amendment deadline** - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by CalOps	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	31-Jan	**Federal Cash Management - Period 3 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/

Compliance Reporting

FINANCE	TBD	**Federal Stimulus Annual Report** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2022 - June 30, 2023.	Charter Impact with CalOps support	No	No	https://www.cde.ca.gov/fg/cr/anreporthelp.asp
DATA	1-Feb	**School Accountability Report Card -** All public schools in California are required to prepare an annual SARC (2022/23). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	CalOps	Yes	No	https://www.cde.ca.gov/ta/ac/sa/
FINANCE	1-Feb	**Nonclassroom-Based Funding Determination -** Charter schools with an existing funding determination ending in 2023/24 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp
FINANCE	15-Feb	**Board of Equalization Property Tax Exemption** - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	20-Feb	**Certification of the First Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	26-Feb	**CRDC - 2023-24 Submission Window (Dec 11, 2023-Feb 26, 2024) -** The CRDC collects key information on civil rights indicators, including student enrollment and educational programs and services, most of which is disaggregated by race and ethnicity, sex, limited English proficiency, and disability status.	Charter Impact submits with data provided by CalOps	No	No	https://crdc.communities.ed.gov/#program
FINANCE	28-Feb	**E-Rate FCC Form 470 Due date (FY2024)** - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2024 filing window.	CalOps	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Set by Authorizer (by Mar 15)	**2nd Interim Financial Report** - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

Appendix

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

FY23-24 CalOps Southern California

Monthly Cash Flow/Forecast FY23-24

Revised 01/18/24

Actuals Through: 12/31/2023

ADA = 4921.60

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 5045.66	
State Aid - Revenue Limit																	
8011	LCFF State Aid	961,502	-	2,692,205	1,730,703	1,730,703	1,730,703	1,769,039	1,769,039	1,529,089	1,529,089	1,529,089	1,529,089	1,529,090	**20,029,342**	20,625,581	(596,239)
8012	Education Protection Account	-	-	241,493	-	-	241,493	-	-	246,080	-	-	-	255,254	**984,320**	1,009,132	(24,812)
8096	In Lieu of Property Taxes	-	2,543,036	-	-	3,390,714	11,867,499	3,198,894	3,198,894	5,515,546	2,757,773	2,757,773	2,757,773	2,757,773	**40,745,673**	41,505,746	(760,073)
		961,502	2,543,036	2,933,698	1,730,703	5,121,417	13,839,695	4,967,933	4,967,933	7,290,715	4,286,862	4,286,862	4,286,862	4,542,117	**61,759,335**	**63,140,460**	**(1,381,124)**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	54,336	54,336	101,306	101,306	101,306	101,306	101,306	**615,200**	630,707	(15,508)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	772,825	**772,825**	795,633	(22,808)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	138,384	**138,384**	130,167	8,217
8290	Title IV - Part A	-	-	-	-	-	-	-	-	-	-	-	-	61,655	**61,655**	56,105	
8296	Other Federal Revenue	-	-	-	-	-	-	741,533	-	-	741,533	-	-	1,544,721	**3,027,787**	3,264,934	(237,147)
		-	-	-	-	-	-	795,869	54,336	101,306	842,839	101,306	101,306	2,618,891	**4,615,851**	**4,877,546**	**(267,246)**
Other State Revenue																	
8311	State Special Education	206,870	206,870	372,367	372,367	372,367	-	385,742	385,742	413,021	413,021	413,021	413,021	413,021	**4,367,427**	4,477,518	(110,091)
8550	Mandated Cost	-	-	-	-	173,027	-	-	-	-	-	-	-	-	**173,027**	172,508	519
8560	State Lottery	-	-	-	-	-	-	300,659	-	-	300,659	-	-	624,161	**1,225,478**	1,195,821	29,657
8599	Other State Revenue	-	-	54,714	-	70,346	35,173	44,587	22,147	22,147	44,587	22,147	22,147	(2,157)	**335,838**	342,041	(6,203)
		206,870	206,870	427,081	372,367	615,740	35,173	730,987	407,889	435,168	758,266	435,168	435,168	1,035,024	**6,101,770**	**6,187,889**	**(86,118)**
Other Local Revenue																	
8660	Interest Revenue	-	-	10,686	-	15,830	6,799	-	-	-	-	-	-	-	**33,315**	-	33,315
8699	School Fundraising	-	-	-	-	153,812	-	-	-	-	-	-	-	-	**153,812**	-	153,812
		-	-	10,686	-	169,642	6,799	-	-	-	-	-	-	-	**187,126**	**-**	**187,126**
Total Revenue		**1,168,372**	**2,749,906**	**3,371,465**	**2,103,070**	**5,906,799**	**13,881,667**	**6,494,789**	**5,430,158**	**7,827,188**	**5,887,967**	**4,823,336**	**4,823,336**	**8,196,032**	**72,664,082**	**74,205,895**	**(1,547,362)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	1,336,153	2,116,459	1,438,756	1,438,756	1,688,398	1,468,195	1,484,100	1,484,100	1,484,100	1,484,100	1,484,100	1,484,100	1,780,920	**20,172,239**	18,991,275	(1,180,964)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	515	515	515	515	515	515	618	**3,708**	7,416	3,708
1200	Pupil Support Salaries	145,224	119,000	122,644	122,644	172,609	112,759	153,705	153,705	153,705	153,705	153,705	153,705	184,446	**1,901,552**	1,462,827	(438,725)
1300	Administrators' Salaries	262,048	170,018	165,924	165,924	201,225	161,548	208,474	208,474	208,474	208,474	208,474	208,474	250,168	**2,627,698**	2,415,186	(212,511)
		1,743,425	2,405,476	1,727,324	1,727,324	2,062,232	1,742,502	1,846,794	1,846,794	1,846,794	1,846,794	1,846,794	1,846,794	2,216,152	**24,705,197**	**22,876,704**	**(1,828,493)**
Classified Salaries																	
2100	Instructional Salaries	3,082	4,996	3,484	3,484	4,215	3,681	3,585	3,585	3,585	3,585	3,585	3,585	4,302	**48,755**	46,934	(1,821)
2200	Support Salaries	8,439	5,251	5,251	5,251	6,855	5,251	5,743	5,743	5,743	5,743	5,743	5,743	6,892	**77,650**	75,184	(2,465)
2300	Classified Administrators' Salaries	40,063	25,534	26,242	26,242	41,855	25,411	26,269	26,269	26,269	26,269	26,269	26,269	31,523	**374,486**	351,828	(22,658)
2400	Clerical and Office Staff Salaries	7,214	4,551	7,075	7,075	12,246	8,378	8,658	8,658	8,658	8,658	8,658	8,658	10,389	**108,873**	63,250	(45,623)
		58,798	40,333	42,051	42,051	65,170	42,721	44,255	44,255	44,255	44,255	44,255	44,255	53,107	**609,763**	**537,195**	**(72,568)**
Benefits																	
3101	STRS	-	-	-	-	-	-	316,419	316,419	316,419	316,419	316,419	316,419	2,334,335	**4,232,851**	3,034,341	(1,198,510)
3301	OASDI	11,997	7,990	8,447	8,447	11,254	8,130	2,390	2,390	2,390	2,390	2,390	2,390	-	**70,603**	23,129	(47,474)
3311	Medicare	24,620	34,209	24,118	24,118	29,709	24,574	24,580	24,580	24,580	24,580	24,580	24,580	-	**308,826**	235,765	(73,061)
3401	Health and Welfare	-	-	-	-	36,396	1,860,785	512,600	512,600	512,600	512,600	512,600	512,600	153,219	**5,126,000**	4,862,000	(264,000)
3501	State Unemployment	1,478	1,893	2,002	2,002	201	1,521	57,193	45,755	22,877	11,439	11,439	11,439		**169,239**	217,013	47,774
3601	Workers' Compensation	-	-	46,676	34,235	-	221	23,732	23,732	23,732	23,732	23,732	23,732	-	**223,525**	227,635	4,111
		38,096	44,092	81,243	68,801	77,560	1,895,232	936,914	925,476	902,598	891,160	891,160	891,160	2,487,554	**10,131,044**	**8,599,883**	**(1,531,161)**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	2,966	-	465,074	49,796	28,000	28,000	28,000	28,000	28,000	28,000	-	**685,836**	344,500	(341,336)
4200	Books and Reference Materials	-	-	-	-	-	2,194,258	674,142	674,142	674,142	674,142	674,142	674,142		**6,239,112**	6,914,823	675,711
4302	School Supplies	-	21,692	34,530	4,108	13,696	-	605,840	605,840	605,840	605,840	605,840	605,840	-	**3,709,066**	3,804,737	95,671
4305	Software	-	127,690	210,366	424,997	473,361	1,261,387	262,407	262,407	262,407	262,407	262,407	262,407	(923,359)	**3,148,884**	3,148,884	-
4310	Office Expense	4,917	402	9,441	1,060	1,694	5,209	11,323	11,323	11,323	11,323	11,323	11,323	-	**90,662**	135,877	45,215
4311	Business Meals	-	-	-	-	-	-	12,919	12,919	12,919	12,919	12,919	12,919	-	**77,511**	155,022	77,511
4400	Noncapitalized Equipment	-	771,325	299,618	16,833	3,648	32,076	186,947	186,947	186,947	186,947	186,947	186,947	-	**2,245,181**	2,303,093	57,912
		4,917	921,108	556,922	446,999	957,473	3,542,726	1,781,577	1,781,577	1,781,577	1,781,577	1,781,577	1,781,577	(923,359)	**16,196,251**	**16,806,936**	**610,685**
Subagreement Services																	
5102	Special Education	-	23,552	105,734	137,125	239,755	457,172	494,790	494,790	494,790	494,790	494,790	494,790	-	**3,932,078**	5,072,600	1,140,522
5103	Substitute Teacher	-	-	-	-	-	44,443	-	-	-	-	-	-	-	**44,443**	-	(44,443)
5106	Other Educational Consultants	-	18,908	-	270	881	296,775	632,381	632,381	632,381	632,381	632,381	632,381		**4,111,117**	4,236,338	125,221
5107	Instructional Services	-	-	-	-	-	86,347	74,357	74,357	74,357	74,357	74,357	74,357	-	**532,486**	743,565	211,079
		-	42,460	105,734	137,395	240,636	884,737	1,201,527	1,201,527	1,201,527	1,201,527	1,201,527	1,201,527	-	**8,620,124**	**10,052,503**	**1,432,379**
Operations and Housekeeping																	
5201	Auto and Travel	20,998	1,559	5,123	440	680	795	24,801	24,801	24,801	24,801	24,801	24,801	-	**178,402**	297,612	119,210
5300	Dues & Memberships	-	23,739	-	894	-	76,082	6,567	6,567	6,567	6,567	6,567	6,567	-	**140,115**	80,800	(59,315)
5400	Insurance	-	-	7,019	12,392	-	46,087	567	567	567	567	567	567	-	**68,898**	7,000	(61,898)
5501	Utilities	-	106	217	12,696	221	1,324	2,116	2,116	2,116	2,116	2,116	2,116	-	**27,258**	25,392	(1,866)
5502	Janitorial Services	-	4,960	2,640	1,382	1,296	1,296	1,517	1,517	1,517	1,517	1,517	1,517	-	**20,678**	19,308	(1,370)
5900	Communications	-	2,136	3,979	2,689	4,457	2,576	56,249	56,249	56,249	56,249	56,249	56,249	-	**353,330**	692,688	339,358
5901	Postage and Shipping	-	29	-	-	139	73,641	1,951	1,951	1,951	1,951	1,951	1,951	-	**85,515**	23,412	(62,103)
		20,998	32,529	18,977	30,493	6,792	201,800	93,768	93,768	93,768	93,768	93,768	93,768	-	**874,196**	**1,146,212**	**272,016**
Facilities, Repairs and Other Leases																	
5601	Rent	36,975	-	4,160	109,322	37,827	55,367	23,403	23,403	23,403	23,403	23,403	23,403	(103,235)	**280,832**	280,832	-
5602	Additional Rent	-	-	-	10,981	122,035	24,208	1,320	1,320	1,320	1,320	1,320	1,320	-	**165,145**	15,842	(149,303)
5603	Equipment Leases	-	-	2,077	-	4,180	841	1,445	1,445	1,445	1,445	1,445	1,445	-	**15,766**	17,335	1,569
5610	Repairs and Maintenance	-	-	2,397	563	1,650	100	-	-	-	-	-	-	-	**4,710**	-	(4,710)
		36,975	-	8,634	120,865	165,692	80,517	26,167	26,167	26,167	26,167	26,167	26,167	(103,235)	**466,452**	**314,009**	**(152,443)**

FY23-24 CalOps Southern California

Monthly Cash Flow/Forecast FY23-24

Revised 01/18/24

Actuals Through: 12/31/2023

ADA = 4921.60

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Professional/Consulting Services																	
5801	IT	-	43,543	13,000	6,160	1,863	1,056,149	79,490	79,490	79,490	79,490	79,490	79,490	(643,776)	**953,879**	953,879	-
5802	Audit & Taxes	-	-	292	17,650	3,846	136,711	-	-	-	-	-	-	-	**158,499**	172,221	13,722
5803	Legal	-	9,960	2,988	5,647	2,141	15,066	19,906	19,906	19,906	19,906	19,906	19,906	83,633	**238,869**	238,869	-
5804	Professional Development	-	-	26,172	8,710	19,444	125,000	55,228	55,228	55,228	55,228	55,228	55,228	152,041	**662,735**	662,735	-
5805	General Consulting	-	48	17,845	23,793	17,053	1,840,309	342,238	342,238	342,238	342,238	342,238	342,238	(2,693,096)	**1,259,381**	3,578,469	2,319,089
5807	Bank Charges	135	155	226	318	190	175	917	917	917	917	917	917	-	**6,700**	11,000	4,300
5809	Other taxes and fees	85	3,260	376	6	1,270	292	10,852	10,852	10,852	10,852	10,852	10,852	-	**70,400**	130,221	59,821
5810	Payroll Service Fee	-	-	-	-	-	530,961	-	-	-	-	-	-	-	**530,961**	-	(530,961)
5811	Management Fee	-	56,650	28,325	28,414	28,228	28,552	28,325	28,325	28,325	28,325	28,325	28,325	-	**340,118**	339,900	(218)
5812	District Oversight Fee	-	-	-	-	-	-	49,679	49,679	72,907	42,869	42,869	42,869	316,722	**617,593**	631,405	13,811
5815	Public Relations/Recruitment	-	37,549	30,591	-	10,733	425,240	57,316	57,316	57,316	57,316	57,316	57,316	(160,220)	**687,787**	687,787	-
		68,240	154,184	125,749	93,198	111,134	4,158,801	629,976	629,976	653,204	623,165	623,165	623,165	(2,967,036)	**5,526,921**	**7,406,486**	**1,879,565**
Depreciation																	
6900	Depreciation Expense	-	-	542	18,140	(17,778)	181	258	258	258	258	258	258	-	**2,634**	3,100	466
		-	-	542	18,140	(17,778)	181	258	258	258	258	258	258	-	**2,634**	**3,100**	**466**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**1,971,448**	**3,640,183**	**2,667,176**	**2,685,266**	**3,668,912**	**12,549,216**	**6,561,237**	**6,549,798**	**6,550,149**	**6,508,672**	**6,508,672**	**6,508,672**	**763,182**	**67,132,582**	**67,743,028**	**610,445**
Monthly Surplus (Deficit)		**(803,076)**	**(890,277)**	**704,289**	**(582,196)**	**2,237,887**	**1,332,451**	**(66,448)**	**(1,119,641)**	**1,277,039**	**(620,705)**	**(1,685,336)**	**(1,685,336)**	**7,432,850**	**5,531,500**	**6,462,867**	**(936,917)**
															7.6%		
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(803,076)	(890,277)	704,289	(582,196)	2,237,887	1,332,451	(66,448)	(1,119,641)	1,277,039	(620,705)	(1,685,336)	(1,685,336)	7,432,850	**5,531,500**		
Cash flows from operating activities																	
	Depreciation/Amortization	-	-	542	181		181	258	258	258	258	258	258	-	**2,453**		
	Public Funding Receivables	265,964	5,101,936	-	(1,730,703)	1,730,703	-		-	-	-	-	-	(8,196,032)	**(2,828,132)**		
	Grants and Contributions Rec.	-	-	5,658,756	-	2,164,597	(5,075,819)	-	-	-	-	-	-	-	**2,747,534**		
	Due To/From Related Parties	(211,896)	(1,963,032)	(2,283,052)	3,811,740	(2,149,438)	(3,241,052)	-	-	-	-	-	14,904,000	-	**8,867,271**		
	Prepaid Expenses	127,890	(27,548)	-	(209,168)	(8,723)	223,887	-	-	-	-	-	-	-	**106,338**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	-	(111,991)	(2,391,184)	-	-	1,107	-	-	-	-	-	-	763,182	**(1,738,886)**		
	Accrued Expenses	(478,501)	(370,442)	2,510,256	532,985	(4,727,549)	(1,709,724)	-	-	-	-	-	-	-	**(4,242,974)**		
	Deffered Revenue	-	-	-	-	(735,439)											
	Other Liabilities	-	-	-		-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities					17,959												
	Purchases of Prop. And Equip.	-	-	-	-	(17,778)	-	-	-	-	-	-	-	-	**(17,778)**		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																	
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		(1,099,618)	1,738,647	4,199,606	1,840,798	(1,505,741)	(8,468,969)	(66,190)	(1,119,383)	1,277,298	(620,447)	(1,685,078)	13,218,922				
Cash, Beginning of Month		23,046,829	21,947,211	23,685,858	27,885,464	29,726,262	28,220,521	19,751,553	19,685,363	18,565,980	19,843,278	19,222,831	17,537,753				
Cash, End of Month		**21,947,211**	**23,685,858**	**27,885,464**	**29,726,262**	**28,220,521**	**19,751,553**	**19,685,363**	**18,565,980**	**19,843,278**	**19,222,831**	**17,537,753**	**30,756,675**				

California Online Public Schools

Financial Package
December 31, 2023

Presented by:

CHARTER IMPACT

California Online Public Schools Southern California

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 1,730,703	$1,776,909	$ (46,206)	$ 8,845,816	$ 7,305,072	$ 1,540,744	$ 20,625,581
Education Protection Account	241,493	252,283	(10,790)	482,986	504,566	(21,580)	1,009,132
In Lieu of Property Taxes	11,867,499	3,178,446	8,689,053	17,801,249	16,686,841	1,114,408	41,505,746
Total State Aid - Revenue Limit	13,839,695	5,207,638	8,632,057	27,130,051	24,496,479	2,633,572	63,140,460
Federal Revenue							
Special Education - Entitlement	-	54,336	(54,336)	-	223,381	(223,381)	630,707
Title I, Part A - Basic Low Income	-	596,725	(596,725)	-	795,633	(795,633)	851,738
Title II, Part A - Teacher Quality	-	97,625	(97,625)	-	130,167	(130,167)	130,167
Other Federal Revenue	-	-	-	-	802,207	(802,207)	3,264,934
Total Federal Revenue	-	748,686	(748,686)	-	1,951,388	(1,951,388)	4,877,546
Other State Revenue							
State Special Education	-	385,742	(385,742)	1,530,841	1,585,827	(54,986)	4,477,518
Mandated Cost	-	172,508	(172,508)	173,027	172,508	519	172,508
State Lottery	-	-	-	-	-	-	1,195,821
Other State Revenue	35,173	22,705	12,468	160,233	115,784	44,449	342,041
Total Other State Revenue	35,173	580,955	(545,782)	1,864,101	1,874,119	(10,018)	6,187,889
Other Local Revenue							
Interest Revenue	6,799	-	6,799	33,315	-	33,315	-
School Fundraising	-	-	-	153,812	-	153,812	-
Total Other Local Revenue	6,799	-	6,799	187,126	-	187,126	-
Total Revenues	**13,881,667**	**6,537,279**	**7,344,388**	**29,181,278**	**28,321,986**	**859,292**	**74,205,895**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 1,468,195	$1,318,839	$ (149,356)	$ 9,486,717	$ 7,913,031	$ (1,573,686)	$ 18,991,275
Teachers' Extra Duty/Stipends	-	515	515	-	3,090	3,090	7,416
Pupil Support Salaries	112,759	101,585	(11,174)	794,878	609,511	(185,367)	1,462,827
Administrators' Salaries	161,548	167,721	6,173	1,126,688	1,006,328	(120,360)	2,415,186
Total Certificated Salaries	1,742,502	1,588,660	(153,842)	11,408,283	9,531,960	(1,876,323)	22,876,704
Classified Salaries							
Instructional Salaries	3,681	3,259	(422)	22,941	19,556	(3,386)	46,934
Support Salaries	5,251	5,221	(30)	36,298	31,327	(4,972)	75,184
Supervisors' and Administrators' Salaries	25,411	24,432	(978)	185,346	146,595	(38,751)	351,828
Clerical and Office Staff Salaries	8,378	4,392	(3,986)	46,539	26,354	(20,185)	63,250
Total Classified Salaries	42,721	37,305	(5,416)	291,124	223,831	(67,293)	537,195
Benefits							
State Teachers' Retirement System, certificated positions	-	252,862	252,862	-	1,517,170	1,517,170	3,034,341
OASDI/Medicare/Alternative, certificated positions	8,130	1,927	(6,202)	56,265	11,565	(44,700)	23,129
Medicare/Alternative, certificated positions	24,574	19,647	(4,927)	161,348	117,882	(43,465)	235,765
Health and Welfare Benefits, certificated positions	1,860,785	405,167	(1,455,619)	1,897,181	2,431,000	533,819	4,862,000
State Unemployment Insurance, certificated positions	1,521	10,851	9,329	9,098	65,104	56,006	217,013
Workers' Compensation Insurance, certificated positions	221	18,970	18,749	81,131	113,818	32,686	227,635
Total Benefits	1,895,232	709,423	(1,185,808)	2,205,023	4,256,539	2,051,516	8,599,883
Books & Supplies							
Textbooks and Core Materials	49,796	28,708	(21,088)	517,836	172,250	(345,586)	344,500
Books and Reference Materials	2,194,258	576,235	(1,618,023)	2,194,258	3,457,412	1,263,154	6,914,823
School Supplies	-	317,061	317,061	74,027	1,902,368	1,828,342	3,804,737
Software	1,261,387	262,407	(998,980)	2,497,801	1,574,442	(923,359)	3,148,884
Office Expense	5,209	11,323	6,114	22,723	67,938	45,215	135,877
Business Meals	-	12,919	12,919	-	77,511	77,511	155,022
Noncapitalized Equipment	32,076	191,924	159,848	1,123,500	1,151,547	28,046	2,303,093
Total Books & Supplies	3,542,726	1,400,578	(2,142,148)	6,430,146	8,403,468	1,973,322	16,806,936
Subagreement Services							
Special Education	457,172	422,717	(34,455)	963,338	2,536,300	1,572,962	5,072,600
Substitute Teacher	44,443	-	(44,443)	44,443	-	(44,443)	-
Other Educational Consultants	296,775	353,028	56,253	316,834	2,118,169	1,801,335	4,236,338
Instructional Services	86,347	61,964	(24,383)	86,347	371,783	285,436	743,565
Total Subagreement Services	884,737	837,709	(47,028)	1,410,962	5,026,252	3,615,289	10,052,503
Operations & Housekeeping							
Auto and Travel	795	24,801	24,006	29,596	148,806	119,210	297,612
Dues & Memberships	76,082	6,733	(69,348)	100,715	40,400	(60,315)	80,800
Insurance	46,087	583	(45,504)	65,498	3,500	(61,998)	7,000
Utilities	1,324	2,116	792	14,562	12,696	(1,866)	25,392
Janitorial Services	1,296	1,609	313	11,574	9,654	(1,920)	19,308
Communications	2,576	57,724	55,148	15,836	346,344	330,508	692,688
Postage and Shipping	73,641	1,951	(71,690)	73,809	11,706	(62,103)	23,412
Total Operations & Housekeeping	201,800	95,518	(106,282)	311,590	573,106	261,516	1,146,212

California Online Public Schools Southern California

Budget vs Actual

For the period ended December 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Facilities, Repairs & Other Leases							
Rent	55,367	23,403	(31,965)	243,651	140,416	(103,235)	280,832
Additional Rent	24,208	1,320	(22,888)	157,224	7,921	(149,302)	15,842
Equipment Leases	841	1,445	603	7,098	8,667	1,569	17,335
Repairs and Maintenance	100	-	(100)	4,710	-	(4,710)	-
Total Facilities, Repairs & Other Leases	80,517	26,167	(54,349)	412,683	157,005	(255,679)	314,009
Professional/Consulting Services							
IT	1,056,149	79,490	(976,659)	1,120,715	476,940	(643,776)	953,879
Audit & Taxes	136,711	57,407	(79,304)	158,499	172,221	13,722	172,221
Legal	15,066	19,906	4,840	35,802	119,435	83,633	238,869
Professional Development	125,000	55,228	(69,772)	179,327	331,368	152,041	662,735
General Consulting	1,840,309	298,206	(1,542,103)	1,899,048	1,789,235	(109,814)	3,578,469
Special Activities/Field Trips	346	-	(346)	83,844	-	(83,844)	-
Bank Charges	175	917	742	1,200	5,500	4,301	11,000
Other Taxes and Fees	292	10,852	10,559	5,289	65,111	59,821	130,221
Payroll Service Fee	530,961	-	(530,961)	530,961	-	(530,961)	-
Management Fee	28,552	28,325	(227)	170,168	169,950	(218)	339,900
District Oversight Fee	-	52,076	52,076	-	244,965	244,965	631,405
SPED Encroachment	-	-	-	22,340	-	(22,340)	-
Public Relations/Recruitment	425,240	57,316	(367,924)	504,113	343,893	(160,220)	687,787
Total Professional/Consulting Services	4,158,801	659,722	(3,499,079)	4,711,306	3,718,616	(992,690)	7,406,486
Depreciation							
Depreciation Expense	181	258	78	1,084	1,550	466	3,100
Total Depreciation	181	258	78	1,084	1,550	466	3,100
Total Expenses	**12,549,216**	**5,355,340**	**(7,193,876)**	**27,182,200**	**31,892,326**	**4,710,126**	**67,743,028**
Change in Net Assets	**1,332,451**	**1,181,939**	**150,512**	**1,999,078**	**(3,570,340)**	**5,569,418**	**6,462,867**
Net Assets, Beginning of Period	17,282,412			16,615,785			
Net Assets, End of Period	**$ 18,614,863**			**$ 18,614,863**			

California Online Public Schools

Statement of Financial Position

December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	19,751,553	$ 7,742,389	$ 14,246,531	$ 1,860,529	$ 2,433,289	$ 747,566	$ 46,781,856
Accounts Receivable	(8,789,893)	(1,049,474)	1,336,746	222,712	(192,377)	(21,630)	(8,493,916)
Due To/From Related Parties	14,904,280	(3,032,163)	(8,409,778)	(747,388)	(2,228,695)	(486,256)	-
Prepaid Expenses	283,964	35,329	75,985	-	8,506	-	403,784
Total Current Assets	**26,149,904**	**3,696,081**	**7,249,484**	**1,335,853**	**20,722**	**239,679**	**38,691,724**
Long-Term Assets							
Property & Equipment, Net	20,958	-	116,761	-	-	-	137,719
Deposits	20,287	100	-	-	-	-	20,387
Total Long Term Assets	**41,246**	**100**	**116,761**	**-**	**-**	**-**	**158,106**
Total Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**
Liabilities							
Current Liabilities							
Accounts Payable	$ 1,107	$ -	$ 200	$ -	$ -	$ -	1,307
Accrued Liabilities	(417,156)	(438,891)	1,247,648	210,700	422,265	106,009	1,130,576
Deferred Revenue	7,966,730	1,321,229	2,366,373	367,413	531,408	187,176	12,740,328
Deferred Rent, Current Portion	25,606	3,517	8,658	1,245	2,327	487	41,840
Total Current Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Long-Term Liabilities							
Total Liabilities	**7,576,287**	**885,855**	**3,622,879**	**579,358**	**956,000**	**293,672**	**13,914,052**
Total Net Assets	18,614,863	2,810,327	3,743,365	756,495	(935,278)	(53,992)	24,935,779
Total Liabilities and Net Assets	**$ 26,191,149**	**$ 3,696,181**	**$ 7,366,244**	**$ 1,335,853**	**$ 20,722**	**$ 239,679**	**$ 38,849,831**

California Online Public Schools

Statement of Cash Flows

For the period ended December 31, 2023

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 12/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ 1,332,451	$ (787,204)	$ (3,090,919)	$ (280,799)	$ (973,898)	$ (179,923)	$ (3,980,291)
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Decrease/(Increase) in Operating Assets:							
Grants, Contributions & Pledges Receivable	(5,075,819)	581,281	3,706	72,957	26,523	(445)	(4,391,798)
Due from Related Parties	(3,241,052)	722,373	1,737,279	150,245	513,031	118,123	-
Prepaid Expenses	223,887	-	-	1,501	-	-	225,388
Accounts Payable	1,107	-	200	-	-	-	1,307
Accrued Expenses	(1,709,724)	-	-	209	-	160	(1,709,356)
Deferred Revenue	-	(131,297)	-	-	(46,498)	-	(177,795)
Total Cash Flows from Operating Activities	**(8,469,149)**	**385,153**	**(1,349,735)**	**(55,887)**	**(480,841)**	**(62,085)**	**(10,032,545)**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	181	-	4,670	-	-	-	4,851
Total Cash Flows from Investing Activities	**181**	**-**	**4,670**	**-**	**-**	**-**	**4,851**
Change in Cash & Cash Equivalents	(8,468,969)	385,153	(1,345,065)	(55,887)	(480,841)	(62,085)	(10,027,694)
Cash & Cash Equivalents, Beginning of Period	28,220,521	7,357,237	15,591,596	1,916,416	2,914,130	809,650	56,809,550
Cash and Cash Equivalents, End of Period	**$ 19,751,553**	**$ 7,742,389**	**$ 14,246,531**	**$ 1,860,529**	**$ 2,433,289**	**$ 747,566**	**$ 46,781,856**

California Online Public Schools Southern California

Accounts Payable Aging

December 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
San Diego Gas & Electric	SDGE120423-2367	12/4/2023	1/3/2024	$ 1,107	$-	$-	$-	$-	$ 1,107
			Total Outstanding Invoices	$ 1,107	$ -	$ -	$ -	$ -	$ 1,107

California Online Public Schools Southern California

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Cash Account Chase x 7900				
ACH	Fedwire Tax Services	Tax Services	11/14/2023	$ 1,404,951.68
ACH	Fedwire Tax Services	Tax Services	11/24/2023	1,458.00
ACH	Fedwire Tax Services	Tax Services	11/29/2023	237,264.52
			Total Disbursements Issued in December	**$ 1,643,674.20**
Cash Account Chase x 7959				
ACH	Chase Bank	Bank Fee	12/15/2023	$ 95.61
10262	Brandastic, Inc.	Markrting - 12/23	12/6/2023	21,000.00
10263	Charter Impact, Inc.	Business Mgmt Svcs - 12/23	12/6/2023	45,833.00
10264	City of Carlsbad Parks & Recreation	Facility Rental - 03/21/24	12/6/2023	98.00
10265	CliftonLarsonAllen LLP	Audit Svcs - Progress billing for the year ended 06/30/23	12/6/2023	40,530.00
10265	CliftonLarsonAllen LLP	Audit Svcs - Week Ending 11/25/23 Professional	12/6/2023	40,530.00
10266	Corodata Records Management Inc.	Document Storage Mgmt - 08/23	12/6/2023	60.95
10267	Crown Facility Solutions Inc	Janitorial Svcs - 12/23	12/6/2023	1,296.00
10268	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	115,261.00
10269	Yessenia Gaines	Reimb - 10/02/23 - 10/31/23	12/6/2023	275.10
10270	Hampton Inn & Homewood Suites Chula Vista Eastlake	Facility Rental - 04/29/24 - 05/03/24	12/6/2023	1,575.00
10271	Headstand	Consulting Svcs - 12/23 Retainer 10% Basic Expense Fee	12/6/2023	36,000.80
10271	Headstand	Consulting Svcs - Retainer	12/6/2023	36,000.80
10272	Hilton Garden Inn - Fontana	Facility Rental - 04/29/24 - 05/02/24	12/6/2023	3,486.06
10273	IXL Learning Inc	Licence	12/6/2023	10,250.00
10274	PC Connection Sales Corp	MacBook Pro (10) & Return Shipping Label MFG# RSL	12/6/2023	28,467.42
10275	School Services of California Inc.	Consulting Svcs - 10/23	12/6/2023	325.00
10276	T-Mobile	Communication Svcs - 10/21/23 - 11/20/23	12/6/2023	678.64
10277	T-Mobile	Communication Svcs - 10/21/23 - 11/20/23	12/6/2023	2,781.37
10278	Pearson Virtual Schools USA	PVS Invoice - Accounting & Regulatory Reporting - 07/23-10/23	12/13/2023	12,714,039.54
10279	Clever Inc.	Licence - 01/05/24 - 01/05/25 (9182)	12/13/2023	55,092.00
10280	A-1 Self Storage	Storage Rental - 12/12/23 - 06/07/24	12/19/2023	3,622.00
10281	Branche Jones	Consulting Svcs - 11/23	12/19/2023	4,000.00
10282	Charter Impact, Inc.	Rush Processing Fee - 11/23	12/19/2023	150.00
10283	City of San Juan Capistrano	Business License Renewal	12/19/2023	15.30
10284	Corodata Records Management Inc.	Document Storage Mgmt - 11/01/23 - 11/30/23	12/19/2023	193.44
10285	Document Tracking Services	Document Tracking Svcs - 12/15/23 - 12151/24	12/19/2023	2,650.00
10286	Effectual Educational Consulting Services	SpEd Svcs - 09/23	12/19/2023	21,345.00
10287	FeldCare Connects	SpEd Svcs - 11/23	12/19/2023	150.00
10288	Yessenia Gaines	Reimb - 11/01/23 - 11/30/23	12/19/2023	137.55
10289	Kellogg West Conference Center	Facility Rental - 04/22/24 - 04/26/24	12/19/2023	7,600.00
10290	Law Offices of Michelle Won	Legal Svcs - 11/23	12/19/2023	1,182.50
10291	McGraw Hill LLC	Textbooks - Acctively Learn Scince 1 YR (824)	12/19/2023	5,562.00
10292	NCS Pearson, Inc.	Textbooks	12/19/2023	5,937.00
10293	Netrix	Professional Svcs - 12/01/23 - 12/31/23	12/19/2023	3,080.00
10294	Oxford Consulting Services Inc.	Enrichment Svcs - 08/23 - 10/23	12/19/2023	140,341.35
		11 iPadPro, Magic KeyBoard, Apple Pencil 2nd Gen	12/19/2023	
		15.6 Inch Monitor	12/19/2023	
		6 Inch Monitor	12/19/2023	
10295	PC Connection Sales Corp	AppleCare Plus for iPad 11	12/19/2023	9,294.97
		AppleCare Plus for iPad 12.9	12/19/2023	
		iPad(1), Magic KeyBoard(1), Apple Pencil (1)	12/19/2023	
		VIP-E ABPro DC Nmd L3 5M (10)	12/19/2023	
10296	Pearson Virtual Schools USA	SpEd Svcs	12/19/2023	7,615.00
10297	Philadelphia Insurance Companies	Insurance Svcs - 10/01/23 - 24 25% Down & 11 Monthly Install	12/19/2023	16,398.78
10298	Photo Booth	Photo Booth - 06/23	12/19/2023	795.00
10299	Pitney Bowes Global Financial Services LLC	Postage Machine Lease - 11/20/23 - 02/19/24	12/19/2023	841.28
10300	Santa Margarita Water District	Water Svcs - 11/07/23 - 12/05/23	12/19/2023	216.59
10301	Stanford Sierra Youth & Families	SpEd Svcs - 09/23 - 10/23	12/19/2023	1,760.00
10302	TeachTown	Licence - 02/20/24 - 06/30/24 & 07/01/24 - 06/30/27 (289	12/19/2023	158,503.12
10303	Eric Thompson	Repairs - 11/21/23	12/19/2023	100.00
10304	TinyEye Therapy Services	SpEd Svcs	12/19/2023	1,783.00
10305	TTC4SUCCESS	SpEd Svcs - 10/23 - 11/23	12/19/2023	183,122.82
10306	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 11/23	12/19/2023	16,173.67
10307	AT&T	Communication Svcs - 11/07/23 - 12/06/23	12/21/2023	530.70
10308	Corodata Shredding Inc	Shredding Svcs - 11/13/23	12/21/2023	39.00
10309	Department of Justice	Fingerprinting Svcs - 11/23	12/21/2023	469.00
10310	The Hartford	Workers Compensation Ins - 7/1/23-7/1/24 - 17143054 4 Pay	12/21/2023	373.45
10311	Lewis Roca Rothgerber Christie LLP	Copyright Attorney Retainer Fee - 12/12/23	12/21/2023	1,000.00
10312	Parsec Education Inc	Licence - 01/01/24 - 12/31/24	12/21/2023	65,250.00
10313	PC Connection Sales Corp	3D Printer MFG#MRX53LL/A; Apple MBP M3Pro/Max MFG# SL9L2LL/A15.6 Inch Monitor	12/21/2023	9,400.54
10314	Pitney Bowes Bank Inc Purchase Power	Postage - 11/06/23 - 12/06/23	12/21/2023	1,513.50

California Online Public Schools Southern California

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10315	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 10/23	12/21/2023	2,044.00

Total Disbursements Issued in December $ 13,826,866.85

Coversheet

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

Section:	IV. Consent Items
Item:	A. Approval of Minutes from the December 05, 2023 Board Meeting (attached)
Purpose:	Vote
Submitted by:	
Related Material:	231205 CalOPS Meeting Minutes.pdf

DRAFT

California Online Public Schools

Minutes

California Online Public Schools (CalOPS) Board Meeting

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

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

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

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

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

Directors Absent

A. Pulsipher, B. Hartelt

Directors who arrived after the meeting opened
P. Hedrick

Guests Present
A. Larsen (remote), C. Sanchez Reyes (remote), D. Hertzler, D. Kozub (remote), E. McGahey, J. Colombero, J. Sitomer (remote), Jennifer Brunner, Kara Mannix (remote), L. Carter, L. Dombek (remote), L. Johnson (remote), Lauren Weed, M. Percin (remote), M. White (remote), Member of the Public, R. Dreifus, R. Romero (remote), R. Savage (remote), S. Ford (remote), V. Acosta, Z. Kidd (remote)

I. Opening Items

A. Call the Meeting to Order

E. Pavlich called a meeting of the board of directors of California Online Public Schools to order on Tuesday Dec 5, 2023 at 3:37 PM.

B. Roll Call

CalOPS Staff
Ashley Larsen - CalOPS Administrative Assistant
Dan Hertzler - CalOPS Director of Business Services - SoCal Office
Eva McGahey - CalOPS Administrative Assistant - SoCal Office
Jennifer Brunner - CalOPS High School Assistant Principal - SoCal Office
Julie Colombero - CalOPS California Family Outreach - SoCal Office
Kara Mannix - CalOPS High School Principal
LaChelle Carter - CalOPS Director of Financial Services - SoCal Office
Lauren Weed - CalOPS High School Assistant Principal - SoCal Office
Leslie Dombek - CalOPS Director of Student Achievement
Marcus White - CalOPS Elementary School Principal
Richard Savage - CalOPS Superintendent
Richie Romero - CalOPS Deputy Superintendent
Ryan Dreifus - CalOPS Assistant Director of Human Resources - SoCal Office
Stephen Ford - CalOPS Assistant Superintendent of Human Resources
Viridiana Acosta - CalOPS Executive Assistant - NorCal Office
Zana Kidd - CalOPS Director of Human Resources

Contracted Staff
Chandre Sanchez Reyes - PVS Academic Success Partner
Donna Kozub - PVS School Financial Services
Jason Sitomer - Charter Impact Managing Director
Laura Johnson - PVS School Success Partner

Matt Percin - Charter Impact Director of Client Finance

1 Members of the Public

C. Approval of Agenda

M. Henjum made a motion to approve the agenda.
E. Wickliffe seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

II. Public Comment

A. Public Comment

The Board welcomes participation by the members of the public telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must write their name and a short description of the agenda item on which they wish to comment on the card provided and submit this to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the School Leader by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the School Leader at least twenty-four (24) hours before the scheduled start of the meeting.
The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, or six (6) minutes if the individual requesting to comment is a non English speaker and requires a translator, unless the Board grants additional time. However, in compliance with Board policy and the Brown Act, the Board is not permitted to discuss or take action on non-agenda items.
Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the School Leader at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.
To view the Board Public Comment Policy, visit the school's "Governance" page at https://www.connectionsacademy.com/california online-school/about/school-board.
E. Pavlich asks if any members of the public are present and wish to comment, no one came forward at this time.

III. Oral Reports

A. Superintendent's Report

R. Savage starts his report with talks on transitioning away from PVS and the contracted vendors to be used in the coming years. New vendors are being brought on to support marketing and public relations, as well as back end efforts (curriculum, student information systems and Canvas). CalOPS is working on how to best support everybody. On sponsoring districts, met with Ripon school board for public hearing portion of renewal. Relationship is very healthy. CSDC Conference went well, no major anti-charter bills to be concerned with right now. Financial forecast is average.

B. Principals' Report (attached)

M. White notes the exciting window between Fall and Winter Break, currently a very busy time. Teachers are making efforts to speak with families to ensure students are able to start break with 75% of work complete for the first term.

K. Mannix seconds with trying to support students and get them prepped for end of the semester. Things will move very quickly upon return from break. Spring semester will be busy as well with a shift in workload and goals.
P. Hedrick arrived at 3:48 PM.

C. Policy, Compliance, and State Accountability Report

D. Hertzler notes that there isn't too much pertinent information needing inclusion. He points out an extraordinary audit for a prior non-classroom based school that showed no fraudulent activity. Things noted were a lack of transparency and bookkeeping. These compliance pieces were not up to standards, but CalOPS holds these factors in high priority and does not worry about it becoming an issue for CalOPS schools.

IV. Consent Items

A. Approval of Minutes from the November 07, 2023 Board Meeting (attached)

B. Approval of Staffing Report (attached)

C. Approval of Expenditures over $20k (attached)

D. Ratification of Special Education Service Contracts (attached)

E. Approval of Check Registry (attached)

F. Approval of Parent and Family Engagement Policy and Compact (attached)

G.

Approval of Uniform Complaint Procedures Policy (attached)

H. Approval of Santa Barbara County Office of Education Authorized Signature Form 23-24 (attached)

M. Henjum made a motion to approve Consent Agenda, Items A- H.
E. Wickliffe seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Action Items

A. Approval of First Interim Financial Reports (to follow)

M. Percin starts with SoCal First Interim Report. He points out the projected budget for the year is 74.8M with actual to date being 9.4M in regards to revenue. Total expenses are 68.2M with actuals to date being 10.9M, so there is a deficit year to date, explained by timing. Projecting 23.2M ending fund balance, 34% of total expenses.

Central Valley has revenue budget of the year at 13.1M and actuals to date are 1.3M. With expenses, budget is 11.3M with year to date being 1.3M. Projection 1.8M surplus. Fund balance is expected to grow to 4.9M by year end, 43% of total expenses.

NorCal has a revenue of 25.5M with actuals being 4.1M. Expense budget is 24.1M with surplus of 1.3M. Fund balance is projected to be 6.4M by end of year, 27% of total expenses.

North Bay has projected revenue budget of 2.44M, 380K year to date. Total expenses projected is 2.1M leaving a surplus of ~300K. Close to 48% of total expenses.

Monterey Bay projected revenue budget is 7.9M, with 675K year to date. Expenses projected at 7.1M leaving a 761K surplus. Projection of 13% of total expenses.

Central Coast projected revenue budget of almost 2M, with year to date being 200K. Projected expenses are 1.7M. Expected 12% fund balance as a percentage of expenses.

Positive traction for all six schools.

M. Henjum made a motion to approve Action Item A, Approval of First Interim Financial Reports.
E. Wickliffe seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval to Hire K. Savage for Elementary School Teacher

M. Henjum made a motion to approve Action Item B, Approval to Hire K. Savage for Elementary School Teacher.
E. Wickliffe seconded the motion.
S. Ford notes that hiring has been difficult with many teachers applying and still enrolled in college. S. Ford wanted to hire K. Savage, believeing she would be a great addition to the team with her years of experience and skill. She could contribute a lot to the elementary team and is

E. Pavlich notes her respect and passion for CalOPS, but also wants to recognize that the perception from staff and teachers should be considered. M. Henjum responds the concerns could be warranted and worth conversation, but also states that the leadership has proven they are capable of making decisions with results via growth and financial health. He emphasizes the trust that CalOPS staff would have considered the repercussions. E. Wickliffe agrees that the skills of the individual matter and if she's the best we have to offer to continue the schools growth and progress, then he does not argue this item. P. Hedrick states that family connections are present in brick and mortar schools, so with this situation if there are no issues with her capabilities, it would be in the school's best interest to bring her on. D. Rivas feels that the board is in a precarious position here and should be cautious in its decision. She states that this decision could affect public image with sponsoring districts, employees, and potential families. Rivas is not willing to take the risk on the perception at this time.

S. Ford appreciates everyones comments, but wants to reiterate that there is a teacher shortage nationwide now. Finding qualified individuals is difficult at this time, but CalOPS is taking steps to find those candidates. He respects everyones comments and decisions.
The board **VOTED** to approve the motion.

Roll Call

A. Pulsipher	Absent
E. Pavlich	No

Roll Call

E. Wickliffe	Aye
D. Rivas	No
M. Henjum	Aye
B. Hartelt	Absent
P. Hedrick	Aye

E Pavlich reiterates how difficult of an item this is and that she expects CalOPS to take proper procedures to ensure no preferential treatment and allow staff a way to express opinions and thoughts on the action.

VI. Information Items

A. School Enhancement Target Quarterly Review (attached)

L. Dombek talks about the Grad Rate, Academic, and Engagement Goals. Official Grad Rate not yet released, but numbers here should be correct, they will be confirmed later. Project Success Q1 is doing great with highest Q1 pass rate, highest number of students enrolled, highest number of passed courses in Q1, and lowest number of failed courses in Q1. Academic goals are met for Q1. Schoolwide PLCs 65.4% SMART goals met and Math PLCs 54.5% of SMART goals met. Engagement goal for Q1 is met with schoolwide contacts being at 97%, and elementary middle and high school being 97, 96, and 97%. i-Ready and MAP diagnostics are being used to press success. Looking forward to celebrating efforts, reaching out to kids and families, digging into dashboard data upon publishing, pushing participation at all grade bands, and CAASPP participation.

B. Pearson Virtual Schools Update

L. Johnson starts by announcing small wins from November that allows teachers to see up to date information on overdue assignments. This will allow teachers to better support students. Enrollment team is continuing to support students enrolling in this first semester.

C. Sanchez Reyes notes the attached key school metrics for Q1 trending similarly or higher that last years data. She mentions 96% of students returned to CalOPS from last year to this year. National Association of Black School Educators Conference was last week and was great to learn from with lots of fun interactions. Reminder to the board that school year evaluations are in progress.

VII. Closing Items

A. Adjourn Meeting

M. Henjum made a motion to adjourn the meeting and confirm next meeting date.
E. Wickliffe seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:33 PM.

Respectfully Submitted,
E. Pavlich

Coversheet

Approval of Staffing Report (attached)

Section: IV. Consent Items
Item: B. Approval of Staffing Report (attached)
Purpose: Vote
Submitted by:
Related Material: CALCA_Staffing Report_012024.pdf
Ashley Gardea-Molina Resume.pdf
Ashley Lucio Resume.pdf
Azure Hurd Resume.pdf
Elizabeth Shannon Resume.pdf
Erin MacNabb Resume.pdf
Joshua Mendoza Resume.pdf
Katherine Savage Resume.pdf
Lorceluna Crump Resume.pdf
Michelle Romero Resume.pdf
Sarah Reyes Resume.pdf

CALCA Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Crump, Lorceluna C.	Teacher - Special Ed	$95,138.41		11/30/2023
Gardea-Molina, Ashley	Teacher - Secondary	$71,005.03		01/22/2024
Hurd, Azure	School Admin Asst I	$28.75		11/30/2023
Lucio, Ashley	Teacher - Special Ed	$76,180.03		01/22/2024
MacNabb, Erin E.	Teacher - Special Ed	$76,180.03		01/22/2024
Mendoza, Joshua	IT Support Specialist	$37.34		12/11/2023
Reyes, Sarah	Teacher - Special Ed	$76,180.03		01/22/2024
Romero, Michelle L.	Floating Teacher	$90,080.68		12/07/2023
Savage, Katherine	Floating Teacher	$77,676.29		01/22/2024
Shannon, Elizabeth K.	Teacher - Advisory	$72,780.15		01/08/2024

Departing Employees

Name	Area	Last Day of Work	Reason for Leaving
Hann, Mary E.	Teacher - Special Ed	01/02/2024	Personal Reasons
Miller, Britney	School Counselor	12/04/2023	Family Reasons

Promotion / Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date
Dreifus, Ryan M.	Asst Principal I	Asst Dir of HR Ops	$119,585.79	0.00	12/01/2023
Ford, Shannon N.	School Enroll Spec	School Counselor	$102,453.66		12/04/2023
Rushing, Michele L.	Teacher - Secondary	Asst Principal I	$108,403.31	0.00	12/01/2023

AG

ASHLEY GARDEA-MOLINA

OBJECTIVE

To foster academic growth and promote the emotional wellbeing of all students through creating engaging lesson plans and establishing a safe and inclusive learning environment

SKILLS

- Creative and engaging lesson design
- Activating higher order thinking skills
- Utilizing modern classroom technology
- Organization
- Interpersonal communication

LEADERSHIP

In 2022, I was the lead facilitator, content evaluator, and workshop coordinator for Osaka YMCA's first ever virtual Global Youth Conference. In 2019, I interned as a teaching assistant at Osaka YMCA's International High School. Through both positions, I lead youth across the globe in social and academic activities, workshops, and discussions. I utilized our cultural diversity to encourage new perspectives and mutual learning.

EXPERIENCE

LONG-TERM SUBSTITUTE | LAUSD | 2021-2023

As a long-term substitute, I designed engaging and academically rigorous lesson plans to ensure my students excelled even during their main teacher's absence. I held parent-teacher conferences and established good communication habits with parents to keep them informed and involved with their student's progress. In addition, I prioritized my students' social and emotional well-being by creating a safe learning environment in which students respected me, each other, and themselves.

LOS AL SUMMER BRIDGE TEACHER | LAUSD | JUNE-JULY 2021

In this position, I taught and reinforced grade-level math concepts to students entering the 6th grade. I utilized gamified lessons and traditional techniques to keep students engaged while also ensuring that they had a thorough understanding of the necessary standards-based concepts. In addition, I worked with students from diverse backgrounds, academic levels, and learning styles which helped me differentiate and make accommodations accordingly.

LOS AL @HOME TEACHER | LAUSD | AUGUST 2020-JUNE 2021

As a virtual PE and History teacher, I needed to be technologically adept and extremely creative and flexible with my lesson design to adapt it to an online setting. I created PE activities that were physically stimulating but could still be done in a home environment. In addition, I designed history lessons that were interactive, engaging, and aligned with the content standards to ensure that my students were still receiving a stimulating and rigorous education despite the online environment.

EDUCATION

M.A. POLITICAL SCIENCE | 2021-2022 | CSULB

3.9 GPA; Summa Cum Laude

SINGLE SUBJECT TEACHING CREDENTIAL | 2018-2020 | CSULB

3.9 GPA; Summa Cum Laude; Single Subject Credential in History and English

B.A. HISTORY | 2015-2018 | CSULB

3.78 GPA; Magna Cum Laude; University Honors Program

ASHLEY LUCIO

EXPERIENCE

August 2021-December 2023
7th Grade ELA/Special Education Teacher Stride K12 Remote

- Create and modify curriculum for a widely diverse student population
- Motivate and inspire students to continue education post high school graduation
- Provide documentation for Special Populations Students
- Participate in ARD and 504 Meetings
- Provide individual accomodations and modifications to students
- Update Frontline with Special Population progress towards goals
- Provide effective instruction and rigorous material to allow equity and inclusion for all students
- Maintain records of student attendance and progress

January 2022-Present
Curriculum Editor ECS Learning Systems Remote

- Comprehensively and critical assessment of K-8 curriculum including RLA, Math, Science, Social Studies using client provided rubrics
- Annotate content with clear and concise corrections to secure compliance with client criteria and reflect the highest level of accuracy, quality and readability
- Cross-check teacher, student, family-facing materials to ensure consistency and accuracy of materials
- Communicate with editorial team diplomatically and promptly via email, text or GoogleDocs
- Adhere to industry regulations, TEKS standards and client rubrics
- Incorporate knowledge of educational pedagogy, grammar, and the English language to ensure all information is accurate

January 2021-May 2022
Remote Special Education Teacher Vocovision Remote

- Develop and modify curriculum for high school students with various special needs
- Participate in 504 meetings, ARDs, Annual ARD meetings and team/family meetings
- Liason between family and ARD Committee
- Work cooperatively with Speech Therapists, Physical Therapists and General Education Teachers for holistic growth of students

February 2018 -September 2020
Lead ELA/Special Education Teacher BraiNation San Antonio, TX

- Mentor, train and observe new English Teachers
- 80% special education services – many had emotional disturbances, and varying degrees of learning disabilities
- Coordinate and delegate English department meetings, tutoring sessions, and student extracurricular activities
- Develop culturally inclusive curriculum for grades 6-12 and increased state test scores by 20%
- Collaborate with colleagues, therapists, facility staff to create an atmosphere of growth for students
- Collect student data and participate in ARD meetings
- Write letters of recommendation for students to gain entrance into the work force

EDUCATION, ORGANIZATION MEMBERSHIP & CERTIFICATIONS

EDUCATION:

2021
Masters of Arts in English Language & Literature San Antonio, TX
St. Mary's University

2010
Bachelors of Arts in English with emphasis in Mexican-American Studies Edinburg, TX
Minor in Anthropology
University of Texas at Pan American

ORGANIZATION MEMBERSHIP:

- Sigma Tau Delta International English Honors Society
- National Society of Leadership & Success
- Golden Key International Honors Society
- St. Mary's University Honors Society

CURRENT CERTIFICATIONS:

- California Education Specialist (Mild to Moderate Support Needs)
- Texas Generalist 4-8
- Texas Special Education EC-12 Certification
- Texas English Language Arts 7-12
- Texas English as a Second Language Supplemental Certification EC-12

SKILLS

- Extensive experience developing curriculum
- Ability to effectively relate to others of diverse cultural and socioeconomical backgrounds and tailor techniques to suit their individual needs
- Creative, highly motivated and able to work in fast paced environment
- Ability to meet deadlines and interpret a variety of instructions furnished in written, oral, diagram, or schedule form
- Ability to communicate clearly and effectively
- Ability to lead and train a team of employees

Azure Hurd

EXPERIENCE

Cuyamaca College, El Cajon – Interim Scholarship Specialist
May 2023-PRESENT

Coordinate scholarship program for students; Provide financial aid assistance to students;Review scholarship applications and academic transcripts for compliance with donor criteria; Manage and monitor scholarship accounts and budget; Use various types of software to monitor & track scholarship funds; Stay current in technical aspects of scholarship and financial aid programs.

Quest Academy, Alpine – Extended Day Instructor
November 2022- May 2023

Coordinate and facilitate supplemental learning sessions for Boulder Oaks Elementary's inaugural Extended Day program; Advise faculty to ensure the new program's success and longevity; Communicate & establish clear expectations for student behavior; Collaborate with students, parents, and teachers to create an individualized plan to reach the students' educational goals.

Gabor Kovacs, M.D., Laguna Beach— Medical Office Manager

January 2019- July 2022

Provide administrative & clinical assistance to physician in a high volume private practice; Oversee the transition of the office from physical records to using an EMR system (Epic); Administer injections; Assess patients' needs and coordinate with other physicians, social workers, or family members to enhance care; Develop personalized and efficient care to improve quality of care & increase patient retention rates; Schedule appointments & handle patient inquiries; Obtain authorizations; Assist with pre op work up; Take vital signs. Order supplies and equipment; Accept payments.

South County Orthopedics Specialists, Laguna Woods — *Medical Assistant*

October 2018 - January 2019

Provide administrative & clinical assistance to physicians & other members of the medical team in a high volume office; Utilize EMR software; Record patient history & vital signs; Apply and/or remove dressings, sutures, & staples; Collect & prepare laboratory specimens & arrange laboratory services; Prepare injections & assist physician during examinations; Schedule appointments; Complete callbacks & tasks; Fill out insurance & disability forms.

El Sol Arts & Science Academy, Santa Ana — *Extended Day Instructor*

January 2017- October 2018

Facilitate supplemental Math, English, & Spanish classes to help students ranging from Kindergarten-8th grade; Communicate & establish clear expectations for behavior; Administrative assistance; Data entry; Administer assessments to monitor progress; Coordinate & supervise extracurricular activities; Build positive rapport with fellow teachers, administrators, parents & local businesses (sponsors); Coordinate and host fundraising events.

EDUCATION

Sociology BA [Pre-medicine]
University of California, Los Angeles (UCLA)| 2012-2016

SKILLS

- Customer Service
- Conflict Resolution
- Community Outreach
- Accounting
- Proficient in Spanish
- Proficient in Microsoft systems (i.e. Word, PowerPoint, Excel)
- Adhere to HIPPAA guidelines
- Familiar with Medicare, HMO, and PPO insurances
- Familiar with ICD-10
- Type 68 WPM
- CPR/AED certified.

Elizabeth Shannon

EXPERIENCE

Education

- Student mentor/advocate
- Successfully taught students during distance learning
- Led meetings with parents for inadequate progress
- Completed sole proprietorship over multiple grades and three preps
- Worked daily with students in groups, Project Based Learning
- Maintained a high level of professionalism and stayed on task with common core
- Worked daily with students ranging from ages 14-18; Recognized for ability to engage with students in a professional manner.
- Helped build lesson plans and activities for the students. Became involved in community meetings pertaining to child education and enrollment practices through the town hall
- Administered tests and taught lessons provided as well as interacting with students' parents and school administration
- Canvas trained with admin expertise
- MTSS Coordinator for freshmen

- Experience implementing AVID strategies for students

WORK HISTORY

High School Science and Math Teacher and Teacher of Record, River Springs Charter School, CA 08/19-Present

SPED Aide,	River Springs Charter School, CA	08/18-08/19
Science Teacher,	Valley Center High School, CA	01/18-06/18

EDUCATION

Western Governors University, online — *MAT/teaching credential - June 2018*

University of California, San Diego— *BS, biology - December 2015*

Palomar Community College, San Marcos— *General education - May 2013*

LICENSURE & CERTIFICATIONS

Valid California Driver's License
Certificate of Substitute Teaching California
CBEST Certified (California Basic Educational Skills Test)
CSET Certified Science
Clear Teaching Credential State of CA - certified to teach biological sciences, chemistry, foundational mathematics
CLAD certification
AVID Summer Institute - 2023

SPECIALIZED TRAINING

Classroom Management; Organization; Team Leadership; Enrollment; Organizational Skills; Interpersonal Skills; English Proficient; Teaching/Subbing; Google Classroom; Google Meet; Group Leader; Student Teaching; Advocating; Time Management; Professional Speaker; Coaching; Strategic Planning; Administering tests; Following lesson plans; Analytical; Mentoring; Canvas

Erin MacNabb

EDUCATION:

University of San Francisco August 2022- Anticipated Graduation May 2026
Learning and Instruction, Education Doctorate

National University October 2021
Moderate Severe Special Education Credential

Brandman University February 2019
Added Authorization in Early Childhood Special Education

University of San Francisco May 2018
Masters in Special Education, Education Specialist Instruction (Mild / Moderate) Credential, Autism Authorization, EL Authorization

University of San Francisco May 2015
Bachelor's Degree in Psychology, Minor in Child and Youth Studies

WORK EXPERIENCE:

Graduate Student Assistant June 2022-Present
University of San Francisco
University of San Francisco August 2011-May 2016

- Plan instruction and activities for preservice special education teachers as part of the University's course work
- Coordinate and work collaboratively with School of Education faculty for professional development and mentorship
- Guest lecture for literacy, IEP Writing, Dyslexia, and Early Literacy classes

Case Manager October 2022-Present
Granite Mountain Charter School

- Case manager for a caseload of over 40 students receiving special education services in grades TK-12th grades
- Develop Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS)
- Develop Individualized Transition Plan (ITP) for students above the age of 15

- Consult/collaborate with parents, staff, and assessors
- Maintain special education records to meet compliance guidelines
- Collaborate with general education staff to support student's access to their least restrictive environment and the general education curriculum
- Attend staff meetings and professional development trainings

Assessment Team Education Specialist **August 2021-June2022**
Pacific Coast Academy

- Perform in-person and virtual formal standardized academic assessments and informal evaluations for Initial, and as needed, Triennial and Other IEP meetings
- Draft legally compliant assessment reports, based on assessment data that has been collected
- Develop Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS)
- Consult/collaborate with parents, staff, and assessors
- Maintain special education records to meet compliance guidelines
- Collaborate with general education staff to support student's access to their least restrictive environment and the general education curriculum
- Attend staff meetings and professional development trainings

Early Childhood Special Education Itinerant Teacher **August 2020-June 2021**
San Francisco, CA

- Engage in formal and informal assessment activities ranging from observations in natural settings to administering tests for determining eligibility inclusive of written records and reports. Collect, document and manage data related to the child’s progress in meeting IEP goals and objectives.
- Work with parents, caregivers, teacher and other adults involved in the child’s life. Provide families and staff written information, activity plans, and materials/equipment related to child’s special needs. Assist other adults in planning appropriate activities and accommodating materials and equipment.
- Work directly with child to address IEP objectives. Prepare materials and activities to use directly with the child. Prepare lesson/activity plans that address child’s IEP goals and objectives.
- Assist with the coordination of services indicated in the IEP. Assist with linking parents and other members of the team to community resources to meet the child’s needs. Coordinate transition activities as the child moves to new learning environments.
- Serve as a member of the child’s IEP team. Work with the team to develop the IEP. Participate with colleagues in district planning and public relation activities to ensure outreach.

Inclusion Preschool Special Education Teacher
Los Angeles, CA **December 2019-June 2020**

- Instruct students with disabilities, including Autism Spectrum Disorder, Other health impairment, and Speech and Language Impairment alongside general education peers.
- Establish a safe learning and play environment for students with developmentally appropriate considerations.
- Participates as a member of the IEP Team in writing and implementing decisions regarding placement and in the development of an individualized education program for students with disabilities with the role of case manager.
- Provide whole group, small group, and individual instruction based on student need and while maintaining focus on the entire group to ensure differentiation.
- Coordinate with a variety of services providers (SLP, OT) for student success.
- Monitor and assess pupil progress on a regular basis, participate in the review and revision of individualized education programs, maintain pupil and program records as required by District, Special Education Local Plan Area (SELPA), State and Federal regulations.
- Arrange and conduct parent conferences assuring parent awareness of pupil progress, enlisting parent cooperation and involvement in program planning and development.
- Coordinate and supervise the work of the Special Education Paraprofessional in the classroom.

Preschool Special Education Teacher
San Francisco Unified School District
San Francisco, CA August 2018-June 2019
• Instruct students with disabilities, including Autism Spectrum Disorder, Developmental Delay, Speech and Language Impairment, and medically fragile.
• Establish a safe learning and play environment for students with developmentally appropriate considerations.
• Participates as a member of the IEP Team in writing and implementing decisions regarding placement and in the development of an individualized education program for students with disabilities with the role of case manager.
• Provide whole group, small group, and individual instruction based on student need and while maintaining focus on the entire group to ensure differentiation.
• Coordinate with a variety of services providers (CCSS service providers, SLP, OT, PT, VT, and ABA service providers) for student success.
• Work with the AAC coordinator to best support students with use of switches, iPads, and other assistive communication devices.
• Communicate nonverbally with students to provide support and encouragement.

• Monitor and assess pupil progress on a regular basis, participate in the review and revision of individualized education programs, maintain pupil and program records as required by District, Special Education Local Plan Area (SELPA), State and Federal regulations.
• Arrange and conduct parent conferences assuring parent awareness of pupil progress, enlisting parent cooperation and involvement in program planning and development.
• Coordinate and supervise the work of the Special Education Paraprofessionals in the classroom.

Special Education Teacher: Resource Specialist
San Francisco Unified School District
San Francisco, CA August 2016-June 2018
• Participates as a member of the IEP Team in writing and implementing decisions regarding placement and in the development of an individualized education program for students with disabilities with the role of case manager.
• Provide instruction and services for pupils whose needs are identified in a written individualized education program.
• Coordinate special education services with the regular school programs for individuals with exceptional needs.
• Monitor and assess pupil progress on a regular basis, participate in the review and revision of individualized education programs, maintain pupil and program records as required by District, Special Education Local Plan Area (SELPA), State and Federal regulations.
• Arrange and conduct parent conferences assuring parent awareness of pupil progress, enlisting parent cooperation and involvement in program planning and development.
• Coordinate and supervise the work of the Special Education Aides.

Long Term English Language Teacher
San Francisco Unified School District
San Francisco, CA August 2017- June 2018
• Develop goals for students based on ongoing assessment.
• Participate in parent teacher conferences by writing progress reports and meeting with parents and teachers.
• Maintain and update educational files for individual students, assist with the completion of various student forms and reports.
• Instruct students in both reading and grammar through use of LLI and other language development resources.
• Maintain professional competence through participation in in-service education activities provided by the district and/or selective professional growth activities.

Paraprofessional
Gateway Middle School

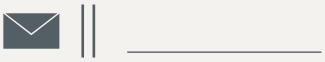
San Francisco, CA August 2015-May 2016
• Under the supervision of a designated supervisor, perform a variety of tasks concerned with the educational activities of the students including the independent direction of groups of students.
• Assist the teacher by working with individual groups of students, establish, organize, maintain and is responsible for learning stations.
• Design and prepare instructional materials including room arrangements and classroom management.
• Provide tutorial services on a wide variety of subjects under the direction of the classroom teacher.
• Maintain and update educational files for individual students, assist with the completion of various student forms and reports.
• Maintain professional competence through participation in in-service education activities provided by the district and/or selective professional growth activities.

Skills:

- Trained in Orton Gillingham multisensory approach to literacy through the Institute of Multisensory Education
- Presented alternate assessment through the use of learning stories models for early childhood education at the Learning Story Conference in May 2019
- Trained in first aid, CPR, and administration of Anti Seizure Medication
- Experienced in adapting and modifying lessons for diverse learners with mild/ moderate/ severe learning differences
- Experienced in lesson planning, unit building, theme building
- Experienced in use of SEIS and Welligent
- Experienced in writing, leading, and implementing IEPs

JOSHUA MENDOZA

INFORMATION TECHNOLOGY SPECIALIST / OPERATIONS / SUPPORT


PROFILE

Innovative, task-driven Information Technology Specialist with entry-level experience in web development, mobile development, and technology support. Proficient in creating user interfaces, writing and testing code, troubleshooting issues, and implementing new features based on user feedback. Open-minded individual with solid communication skills, adaptable, and a collaborative team player. Highly motivated to learn quickly and determined to provide value to the team and enterprise.

EDUCATION

CERTIFICATE OF ACHIEVEMENT IN DIGITAL MEDIA
2021 // GAVILAN COLLEGE / GILROY, CA

GPA: 4.0

RELEVANT COURSEWORK:
WEBPAGE AUTHORING - HTML/CSS/ JAVASCRIPT, PYTHON PROGRAMMING, C++ PROGRAMMING, DIGITAL MEDIA DESIGN

EXAM AZ-400: DESIGNING AND IMPLEMENTING MICROSOFT DEVOPS SOLUTIONS
EXAM: WIP // COMPLETED: MICROSOFT BUILD: DEVOPS CHALLENGE

WORK EXPERIENCE

MORGAN HILL UNIFIED SCHOOL DISTRICT
INFORMATION TECHNOLOGY SPECIALIST — DEC 2022 - PRESENT

Responsible for technology support across designated schools in the Morgan Hill Unified School District. This involves organizing support requests from the help desk, phone support, and providing technical support to site faculty, staff and resolving computer and network technology operational issues.

VIULOGIX LLC
JUNIOR SOFTWARE DEVELOPER — JAN 2022 - SEP 2022

Worked in mobile development as well as web development. Direct contributor and collaborator on a website using Vue.js, the Quasar framework, and Google Firebase as the backend cloud computing service. During mobile development, the technologies used in our workflow were, Xcode, C#, and the React native Framework. Through hard work and demonstrating the ability to learn quickly, responsibility during each project was repeatedly increased.

OPERATIONS/PLANNING/SUPPORT — MAY 2022 - PRESENT

Currently supporting a convention planning committee by creating layouts, maps, and operating plans, for conventions up to the size of 12,000 attendees. Creating simple to follow presentations and bi-monthly review with the committee to gather feedback and make any necessary adjustments. Clear communication and attention to detail is a requirement to have precise plans and account for contingencies.

SKILLS

- JavaScript
- HTML
- CSS
- Vue.js
- Vue Quasar
- Python
- C++
- React Native
- Github
- Visual Studio Code
- Xcode
- Microsoft Azure DevOps
- Google Firebase
- Google Sites
- Google Sheets
- Google Forms
- Google Docs
- Google Slides
- SketchUp
- Basic AutoCad
- Active Directory
- Cisco Unified Communications
- Cisco Meraki
- Jamf Pro MDM
- Informacast
- Helpdesk Ticketing System
- Camera Operations
- A/V Mixer Operations
- Extron Classroom Systems
- Google Admin
- Setup/Installation of Printers
- Command Prompt
- Chromebook Repair
- PXE booting/Imaging a PC
- Miracast Support
- Microsoft Endpoint Configuration Manager
- SuperPutty
- Registry Editor
- Basic AWS Training
- Basic Networking
- Adobe Suite
  - Photoshop
  - Illustrator
  - Premiere
  - Acrobat Pro
- Microsoft Office
  - Word
  - Excel
  - PowerPoint
- PC Hardware/Software Efficiency
- iOS/MacOS/ChromeOS/Windows
- Customer Support Experience
- Fluent: English and Spanish
- Analytical Thinking
- Attention to Detail
- Resolving Technical Issues
- Excellent Communication Skills
- Adaptability
- Teamwork

Katie Savage

Energetic teacher driven to continue to learn and grow professionally, understand and implement new technologies and teaching strategies, and excellent at working with different learning styles.

EXPERIENCE

Virtual Prep Academy of ID – Idaho Falls, ID

Online K-1 Teacher

August 2023 - PRESENT

Responsibilities: Teach students language arts, math, science, social studies, PE, and health in grades K-1 using an online platform. Develop and teach daily synchronous lessons and manage/grade asynchronous assignments. Provide enrichment and remediation for struggling students. Frequent contact with the student's learning coach to ensure each student's success.

Bonneville Online Elementary School – Idaho Falls, ID

K-6 Online Teacher and Parent Mentor

August 2020 - August 2023

Responsibilities: Create in person enrichment lessons for a variety of students once a week. Ensure state testing is completed. Provide remediation for struggling learners. Work closely with learning coaches and assist them with choosing, and following through with, their selected curriculum.

Ucon Elementary School – Idaho Falls, ID

First Grade Teacher

August 2018 - August 2020

Responsibilities: Taught students language arts, math, social studies, science, and art in a first grade classroom. Using the school provided curriculum, I wrote and taught daily lessons, making adjustments to ensure maximum student success. Create a warm, organized, and loving classroom environment where students feel safe, connected, and secure.

SKILLS

Positive Interactions

Problem Solving

Setting Learning Targets

Individualized Support

Joplin Elementary School–Meridian, ID

K-5 Special Education Teacher

August 2002 - June 2005

Responsibilities: Tested students with special needs and wrote their Individual Education Plans. Taught small group lessons in language arts, math, and writing. Supported classroom teachers to ensure students with special needs had a safe and productive learning environment. Maintained a close relationship with parents to develop individualized learning for each student.

EDUCATION

Lewis Clark State College–Lewiston, ID

August 2000 - May 2002

K-8 Generalist Elementary Education B.A. Degree

K-12 Special Education Degree

BYU Idaho–Rexburg, ID

August 1998 - May 2000

K-8 Elementary Education A. A. Degree

LORCELUNA C. CRUMP

POSITION STATEMENT: An enthusiastic education specialist with notable experiences seeks a position in virtual education.

QUALIFICATIONS

- Remarkable ability to work with diverse student populations of all backgrounds and disabilities
- Proficient in online platforms with exceptional distance learning teaching skills
- Strong technical, written, oral, and collaboration skills
- Experience with special education information systems for IEPs: SIRAS, SEIS, and Welligent
- Deep knowledge of Special Education Law: ADA, Section 504, and IDEA

RELATED EDUCATION

2009 Master of Arts-Special Education, California State University Dominguez Hills

CERTIFICATES/CREDENTIALS

2017 Education Specialist Instruction Credential: Visual Impairments
2010 Teaching Students with Emotional and Behavioral Disorders Certificate
2007 Clear Crosscultural, Language and Academic Development Certificate
2006 Clear Level II Education Specialist Instruction Credential: Mild/Moderate

RELATED EXPERIENCE

2021-2023 *Education Specialist Teacher, Ybarra Academy, Rowland Unified School District*

- Deliver specialized instruction to students grades 6-8 in a small group setting
- Teach students successfully using the HMH Read 180 reading program
- Collaborate with general education teachers and special education staff on supporting middle school students in classrooms
- Write concise IEPs, facilitate IEP meetings, monitor student data, and administer and interpret assessments using the WJ IV ACH & OL
- Provide guidance and support to new teachers as an induction program mentor
- Discuss and revise 2023-2024 RUSD Special Education Guidelines Manual with director-selected workgroup

2017-2021 *Teacher of the Visually Impaired, Itinerant, Rowland Unified School District*

- Evaluated students with visual impairments using the FVLMA and BRI
- Delivered specialized instruction in technology and core curriculum
- Taught students in their pertinent areas of need from the ECC
- Consulted with teachers, staff, parents, and instructional assistants on providing specialized instructional strategies, modifications, and materials
- Participated in IEPs, wrote reports, and reported on student progress

2012-2017 *Resource Specialist Teacher, Hurley and Jellick Elementary Schools, Rowland Unified School District*

- Delivered specialized instruction to students in grades K-6 by a co-teach model
- Collaborated with general education teachers on providing active learning and support to all students by incorporating UDL

- Wrote concise IEPs, facilitated student-centered IEP meetings, monitored student data, and administered and interpreted assessments using the Brigance and KTEA III
- Organized and facilitated meetings as site SST coordinator

2007-2012 *Resource Specialist Teacher, Itinerant, Los Angeles County Office of Education*

- Provided specialized instruction to incarcerated students in grades 7-12
- Conducted assessments using the WJ III ACH, wrote assessment reports, and monitored progress
- Consulted with parents, probation, and mental health staff at multi-disciplinary meetings, IEP meetings, and SST meetings
- Attended district budget meetings as the Title 1 Site Representative
- Trained and consulted teachers as CPI & LSCI site lead/trainer

2003-2006 *Resource Specialist Teacher, Itinerant, Los Angeles Unified School District*

- Collaborated with teachers to deliver core curriculum, strategies, and accommodations in a co-teach and pull-out model to students in grades 1-5
- Assessed students for special education eligibility using the WJ III ACH, wrote IEPs and assessment reports, and participated in IEP and SST meetings

SKILLS

- Experience in sewing, crafting, tap dance, and piano/percussion instruments

Michelle (Shelley) Romero

OBJECTIVE

To work as an Elementary Teacher, thus using my skills and talents to the benefit of students, staff, community, and district.

EDUCATION

- Professional Clear Multiple Subject CLAD Teaching Credential, California State University, Northridge – June, 2001
- B.A., Liberal Studies, California State University, Northridge – June 1998

SPECIAL SKILLS

- Teacher of the Year, 2014
- Distinguished School Visiting Committee Member – Arroyo Seco Museum Magnet Charter School (LAUSD) 2010, Cabrillo Elementary (Fremont)
- Completed 3 years of PBIS Team Training by LACOE 2010-2013
- Completed CKH Year 1 Training August 2013
- Member of the site CKH Process Champions Team 2014-Present
- Google Certified Educator Level 1, 2017
- iReady Trained 2018
- Have used following programs to support instruction: Google Classroom, Google Suite programs, Nearpod, EdPuzzle, Flipgrid, Scratch, Lego WeDo, Minecraft
- AVID Elementary Trained

EXPERIENCE

September 1998 to present

Elementary School Teacher

Lincoln Elementary School 1998-2005 / Mariposa Elementary School 2005-Present

- Grades taught: Kindergarten, First, and Second, First/Second Combination
- Student Study Team Coordinator, 2001-2005, 2013-2017
- PBIS Site Coach, 2010-2020
- School Leadership Team Member, 2022-2023
- Induction (then BTSA) Mentor Teacher, 2003-2006
- Intern/STP/PIP Mentor 2022-2023, 2023- present
- Spanish Bilingual Partner Teacher 2005-2010

References available upon request.

Sarah Reyes

PROFILE

"Teaching is not a career it is a passion. If you don't have the passion you won't have their minds."

-Sarah Reyes

-Experienced and certified K-12/Special Education School Teacher with over 20 years of experience teaching in diverse elementary classroom settings.

-Adept in using differentiated curriculum to address the various learning styles and needs of students, while ensuring information retainment that emphasize Common Core Standards.

-Skills to create and foster positive relationships with students, staff, and family members of students.

-Cooperative faculty member who productively collaborates with all levels of school staff, as well as with the families of students.

EMPLOYMENT HISTORY

Education Specialist, Sky View Elementary

Aug 2020 — Jun 2023, Perris, Ca

Teaches Special Needs students individually or in groups. Conducts educational assessments on referred students. Writes individual education programs for special students. Evaluates on-going and annual progress of assigned students. Provides support services for assigned students enrolled in non-special education classes.

- Developed and implemented individualized education plans for students with special needs, resulting in improved educational outcomes for over students
- Developed and implemented strategies to meet the individual needs of special education students
- Collaborated with other departments to create a special education program to serve students with disabilities

Co-Owner, 5 Star Plumbing, Heating & Air/ Trident Restoration

Jun 2017 — Present, Hemet/Riverside

Co-Owner, 5 Star Water Store

Jun 2022 — Present, Hemet

Self Contained Teacher 7/8, Aspire Community Day School

Aug 2015 — Jun 2019, Hemet

- Taught students who were on their last opportunity to attend the school district, due to behavior and attendance.
- Created common core lesson that were individualized for the students.
- Maintained constant communication with all stake holders

SKILLS

Ability to Multitask

Adaptability

Communication

Effective Time Management

Computer Skills (Microsoft)

PBIS Training & Implementation 2010-2022

Capturing Kids Hearts Training and Implementation 2006-2017

Young Bright Scholars Advisor 2013-2015

Science Fair Director 2004-2006, 2008-2014

First Lego League (FLL) Robotics Coach 2009-2011

Associated Student Body Advisor 2009-2011

Independent Study Teacher/ Self-Contained Teacher/Adminstrator, Hope Academy Charter

Aug 2009 — Jun 2015, Yucca Valley, Ca & Beaumont, Ca.

- K-12 Independent Study Teacher
- Admin Designee
- Positive Behavioral Interventions and Supports Coordinator(PBIS)
- Site Administrator (Aug. 2015- June 2017)

Teacher, River Springs Charter

Aug 2007 — Jun 2009, Indio, Ca

- Keys High School Independent Study Teacher
- 6th-8th Grade Independent Study Teacher
- 6th-8th Grade Self-Contained Teacher
- 1st & 2nd Grade Self-Contained Teacher
- Response to Intervention Coordinator(RTI)
- Positive Behavioral Interventions and Supports Coordinator(PBIS)
- BTSA Support Provider

Teacher, Banning Unified School District

Aug 2000 — Jun 2007, Banning, Ca

- 7th & 8th Grade Math & Science Teacher/ Chair
- 5th Grade Self Contained Teacher

EDUCATION

National University, SPED Mild/Moderate Credential

Sep 2020 — Apr 2021, Costa Mesa

National University, Masters of Education/Multiple Subject Crendential

Jun 2003 — Jun 2006, La Jolla, Ca

National University, Interdisciplanry Studies

Jan 2000 — Jun 2003, La Jolla, Ca

Administrative Credential Services, Certificate of Eligibilit

Mar 2011 — Mar 2011

Eligibility Certificate to perform Administrative duties. Certificate does not expire.

REFERENCES

References available upon request

Coversheet

Approval of Expenditures over $20k (attached)

Section: IV. Consent Items
Item: C. Approval of Expenditures over $20k (attached)
Purpose: Vote
Submitted by:
Related Material:
23-24 CalOPS Over 20k.xlsx - For February Board Meeting.pdf
Purchase_Orders_20k+_BoardDoc_02012024.pdf
Invoices_Over_20k+_BoardDocs_02012024.pdf
Quote for CA Online Public Schools - Zoom One, ZCC, ZVA v2 - CalOPS Signed (1).pdf
Fully Signed - CA Online Public Schools ZVA Pro Services Quote.pdf
Fully Signed - CA Online Public Schools ZCC Pro Services Quote v2.pdf
23-24 CalOPS Over 20k.xlsx - Invoices To Be Paid Over 20k.pdf
PVS NOV.DEC 23 Invoices.pdf

CalOPS Purchase Orders Over 20k

Number	Date	Requestor	Vendor	Purpose	Amount
2023-24-61	12/7/2023	Than/Bernie	Clever Inc.	Platform	$55,092.00
2023-24-68	1/26/2024	Than/Britnie	Florida Virtual School (FlexPoint)	AP Course Enrollments	$25,145.20
2023-24-69	1/26/2024	Than/Britnie	Florida Virtual School (FlexPoint)	Elementary Course Access	$473,225.00
2023-24-70	1/29/2024	Leslie/Britnie	Edmentum	HS CTE Library-Program License	$82,875.00

CalOPS INVOICES Paid Over 20k

Paid by ACH	Sent for Payment	Vendor	Invoice#	Date of Invoice	Amount	Description	School Allocation
	12/1/2023	Clifton Larson Allen	3993422	11/30/2023	$38,272.50	Professional Services: Accounting Services/Audit	All Schools
	12/1/2023	Brandastic	1206861	11/22/2023	$21,000.00	Marketing	All Schools
	12/1/2023	PC Connection	74748718	11/27/2023	$26,724.62	Facilities: Equipment/Supplies	All Schools
	12/4/2023	Charter Impact	15228	12/1/2023	$45,833.00	Professional Services: Other School Contracted Services	All Schools
	12/6/2023	Pearson	91000014090A	July 2023	$311,584.14	Schedule of Fees	SoCal
	12/6/2023	Pearson	91000014090B	July 2023	$2,557,311.73	Schedule of Fees	SoCal
	12/6/2023	Pearson	91000014228A	Aug 2023	$495,901.44	Schedule of Fees	SoCal
	12/6/2023	Pearson	91000014228B	Aug 2023	$2,803,667.68	Schedule of Fees	SoCal
	12/6/2023	Pearson	91000014546	Sept 2023	$3,521,006.74	Schedule of Fees	SoCal
	12/6/2023	Pearson	91000014768	Oct 2023	$3,024,567.81	Schedule of Fees	SoCal
	12/6/2023	Pearson	91000014091	July 2023	$242,762.93	Schedule of Fees	Central Valley
	12/6/2023	Pearson	91000014229	Aug 2023	$239,132.93	Schedule of Fees	Central Valley
	12/6/2023	Pearson	91000014540	Sept 2023	$240,595.91	Schedule of Fees	Central Valley
	12/6/2023	Pearson	91000014764	Oct 2023	$489,694.37	Schedule of Fees	Central Valley
	12/6/2023	Pearson	91000014094	July 2023	$38,736.59	Schedule of Fees	Central Coast
	12/6/2023	Pearson	91000014233	Aug 2023	$38,406.62	Schedule of Fees	Central Coast

	12/6/2023	Pearson	91000014543	Sept 2023	$38,772.32	Schedule of Fees	Central Coast
	12/6/2023	Pearson	91000014763	Oct 2023	$86,534.08	Schedule of Fees	Central Coast
	12/6/2023	Pearson	91000014095	July 2023	$167,578.49	Schedule of Fees	Monterey Bay
	12/6/2023	Pearson	91000014232	Aug 2023	$165,378.51	Schedule of Fees	Monterey Bay
	12/6/2023	Pearson	91000014544	Sept 2023	$166,998.22	Schedule of Fees	Monterey Bay
	12/6/2023	Pearson	91000014765	Oct 2023	$263,257.60	Schedule of Fees	Monterey Bay
	12/6/2023	Pearson	91000014093	July 2023	$52,092.14	Schedule of Fees	North Bay
	12/6/2023	Pearson	91000014231	Aug 2023	$51,597.11	Schedule of Fees	North Bay
	12/6/2023	Pearson	91000014542	Sept 2023	$51,962.88	Schedule of Fees	North Bay
	12/6/2023	Pearson	91000014767	Oct 2023	$77,246.47	Schedule of Fees	North Bay
	12/6/2023	Pearson	91000014092	July 2023	$641,180.02	Schedule of Fees	NorCal
	12/6/2023	Pearson	91000014230	Aug 2023	$631,829.97	Schedule of Fees	NorCal
	12/6/2023	Pearson	91000014541	Sept 2023	$635,121.77	Schedule of Fees	NorCal
	12/6/2023	Pearson	91000014766	Oct 2023	$596,276.86	Schedule of Fees	NorCal
	12/8/2023	Oxford Consulting Services Inc	162336	10/31/2023	$86,673.15	SPED Services	All Schools
	12/8/2023	Oxford Consulting Services Inc	162233	10/31/2023	$26,243.20	SPED Services	SoCal
	12/8/2023	Effectual Educational Consulting Services	11273	09/30/2023	$21,345.00	SPED Services	SoCal
	12/8/2023	JIGSAW LEARNING, LLC DBA TEACHTOWN	INV3492	12/05/2023	$114,552.00	Instructional: Other Curriculum	All Schools
	12/8/2023	JIGSAW LEARNING, LLC DBA TEACHTOWN	INV3493	12/05/2023	$43,951.12	Instructional: Other Curriculum	All Schools
	12/8/2023	Clever Inc.	2023 - 24 - 61	12/07/2023	$55,092.00	Professional Services: Other School Expense	All Schools
	12/11/2023	TTC4Success	1288	11/20/2023	$93,093.48	SPED Services	See school Allocation on Invoice
	12/11/2023	TTC4Success	1305	12/04/2023	$90,029.34	SPED Services	See school Allocation on Invoice
	12/18/2023	Parsec Education, Inc.	20230124	12/18/2023	$65,250.00	Professional Services: Other School Expense	All Schools
	1/5/2024	Brandastic	1206902	12/22/2023	$21,000.00	Marketing	All Schools
	1/5/2024	Accelerate Education Inc	6481	11/10/2023	$147,665.00	Instructional: Other Curriculum	All Schools

	1/5/2024	Capistrano Unified School District	68TI0265	12/15/2023	$47,071.00	District Oversight Fees	SoCal
	1/5/2024	Charter Impact	15353	01/01/2024	$104,790.00	Professional Services: Other School Contracted Services	All Schools
	1/5/2024	Scotts Valley Unified School District	INV24-00075	11/01/2023	$57,528.26	Authorizer Oversight: District Oversight	Monterey Bay
	1/5/2024	Oxford Consulting Services Inc	162590	11/30/2023	$69,034.05	SPED Services	All Schools
	1/5/2024	Oxford Consulting Services Inc	162601	11/30/2023	$25,699.38	SPED Services	SoCal
	1/5/2024	El Paseo Children's Center Inc.	3152	10/31/2023	$63,393.71	SPED Services	NorCal
	1/5/2024	El Paseo Children's Center Inc.	3153	10/31/2023	$45,725.13	SPED Services	Central Valley
	1/5/2024	El Paseo Children's Center Inc.	3156	10/31/2023	$22,910.76	SPED Services	Monterey Bay
	1/10/2024	Milestones Therapy	1083	11/22/2023	$40,753.28	SPED Services	School Allocation on Invoice
	1/10/2024	Milestones Therapy	1084	12/02/2023	$58,390.64	SPED Services	School Allocation on Invoice
	1/10/2024	El Paseo Children's Center Inc.	3151	10/31/2023	$242,528.10	SPED Services	SoCal
	1/10/2024	Effectual Educational Consulting Services	11447	10/31/2023	$32,433.00	SPED Services	SoCal
	1/11/2024	Stanford Sierra Youth & Families	09-2023	12/18/2023	$48,510.00	SPED Services	Please allocate by school breakdown
	1/11/2024	Stanford Sierra Youth & Families	10-2023	12/18/2023	$50,820.00	SPED Services	Please allocate by school breakdown
	1/18/2024	The Hartford	17143054	01/08/2024	$55,565.75	Governance: Insurance Expenses	All Schools
	1/25/2024	TTC4SUCCESS	1308	12/19/2023	$61,113.15	SPED Services	See school Allocation on Invoice
	1/26/2024	Brandastic	1206940	01/25/2024	$21,000.00	Marketing	All Schools

California Online Public Schools

2023-2024 PURCHASE ORDER

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

Purchase Order Number: 2023 - 24 - 61

Date: 12/7/2023

Vendor Contact Name: Layth Ramatala

Vendor Phone Number: 877-578-5572

Vendor Fax Number:

Email P.O. to vendor? [X] Yes [ ] No

Vendor Email: layth.ramatala@clever.com

Vendor: Clever Inc.

Address: 75 Remittance Drive, Dept 6598

City: Chicago

State IL

Zip 60675

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Google Workspace for Edu Plus + Clever IDM ($3.29/student/year) License length: 12/6/2023-12/6/2024	515529662				
Google Student Users			$ 6.00	9182	$ 55,092.00
FREE Google Staff Users			$ -	2295	$ -
Clever IDM Staff Users			$ 1.50	108	$ 162.00
Clever IDM Student Users			$ 1.50	9182	$ 13,773.00
Clever IDM Teacher Users			$ 1.50	394	$ 591.00
Bundle Discount					$ (14,526.00)
				Order Total	$55,092.00

Signatures (or email approval):

DocuSigned by: Bernie Jamero — 12/7/2023
Purchaser/Requestor — Date

DocuSigned by: Richie Romero — 12/7/2023
Administrator Approval (required) — Date

[ ] via email approval (see attached)

Audited By (optional) — Date

Clever App Store
Quote # 515529662

Clever Inc
75 Remittance Drive, Dept 6598
Chicago, IL 60675

app-store@clever.com
Phone 877-578-5572
Tax ID: 45-5221668
W-9 form

Google for Education Plus + Clever IDM Buy through Clever

Quote date:	Dec 6, 2023
Quote expires:	Jan 6, 2024
License length:	Dec 6, 2023 - Dec 6, 2024

Summary	Qty.	Price
Google Workspace for Edu Plus + Clever IDM ($3.29/student/year)		
Google Student Users	9182	$55,092.00
FREE Google Staff Users	2295	$0.00
Clever IDM Staff Users	108	$162.00
Clever IDM Student Users	9182	$13,773.00
Clever IDM Teacher Users	394	$591.00
Subtotal	21161	$69,618.00
Bundle discount		-$14,526.00
Sales tax		$0.00

Total: $55,092.00

California Online Public Schools

2023-2024 PURCHASE ORDER

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

Purchase Order Number: 2023 - 24 - 68

Date: 1/26/2024

Vendor Contact Name: Shannon Murphy

Vendor Phone Number: (407) 212-1866

Vendor Fax Number:

Email P.O. to vendor? [x] Yes [ ] No

Vendor Email: mmurphy@flexpointeducation.cc

Vendor: Florida Virtual School

Address: 5422 Carrier Drive, Suite 201

City: Orlando

State FL

Zip 32819

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Client Hosted Per Enrollment License-AP Course Enrollments	12689		$ 84.95	296	$ 25,145.20
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -

Order Total $25,145.20

Signatures (or email approval):

DocuSigned by:
Britnie Anderson
9491 7B46142147D...
Purchaser/Requestor — Date: 1/26/2024

DocuSigned by:
Richie Romero
FE9DD366CFFD491...
Administrator Approval (required) — Date: 1/26/2024

53EF3C0EE6DA47E...
Audited By (optional) — Date: 1/26/2024

[ ] via email approval (see attached)

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QUOTE

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Company Name	Florida Virtual School	Created Date	1/23/2024
Company Address	5422 Carrier Drive, Suite 201 Orlando, Florida 32819 United States	Expiration Date	3/29/2024
		Quote Number	00012689
Remit To	Florida Virtual School P.O. Box 737413 Dallas, TX 75373-7413		

Prepared By	Shannon Murphy	Account Name	California Online Public Schools
Phone	(407) 212-1866		
Email	mmurphy@flexpointeducation.com		

Product	Quantity	Sales Price	Total Price	Line Item Description
Client Hosted Per Enrollment License	296.00	$84.95	$25,145.20	AP Course Enrollments

Grand Total $25,145.20

Please make PO out to Florida Virtual School and send to info@flexpointeducation.com.

*This is a price quotation for customer's convenience only and not an offer to contract. All quotations are subject to review and final acceptance by a duly authorized representative of Florida Virtual School ("FLVS") at its offices. Not responsible for typographical or other errors. FLVS's standard terms and conditions will apply to any order.

**This course is not yet available for delivery. Please contact your FlexPoint representative for estimated delivery dates.

Any pricing in this quotation is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties.

Payment/Pricing Information

Please make PO out to Florida Virtual School and send to info@flexpointeducation.com. If paying via another method, please contact your sales representative for an invoice.

Client Hosted Per Enrollment Terms

Type of License:
• **Client Hosted Per Enrollment:** Under the Client Hosted Per Enrollment License an “enrollment” is defined as a student who has been enrolled in a single course for 14 days or has completed at least 15% of the course, whichever occurs first. Example: A student who is enrolled in 3 courses would be considered 3 enrollments.

Terms and Restrictions:
• Course materials are NOT included. Please see your FlexPoint representative for a list of applicable materials.
• Instruction provided by customer.
• eTeacher’s Guides are included. (*Guides may not be available for all courses)
• Courses may be modified and/or customized by customer.
• Some courses may not be available in this model. Please see your FlexPoint representative for details.
• Support for the licensed courses is included with annual enrollment fees.
• The delivery of assessments, discussion prompts, and FlexPoint hosted course content links to customer's FlexPoint-approved Learning Management System (LMS) will be performed for an additional course access fee.
• Customers with a current annual license may be eligible to receive new course versions. Please see your FlexPoint representative for details.
• FlexPoint-approved LMS and versions include Blackboard 9.1, Ultra; Agilix Buzz, Canvas, Desire2Learn 9.x, 10.x; Brightspace v20; Moodle

IMPORTANT: By issuing a Purchase Order, remitting payment, and/or accessing the licensed product quoted in this proposal, Customer is agreeing to be bound by the terms and restrictions detailed in this quote and to the Terms and Conditions for Use of FLVS Licensed Product(s). A copy of the Terms and Conditions for Use of FLVS Licensed Product(s) can be found at https://www.flexpointeducation.com/termsandconditions

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QUOTE
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3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.0, 4.1, 4.2; Schoology, Moodlerooms 3.7.
• **Overages ("Additional Usage")**: Customer is financially responsible for overages. An overage is any enrollment used in excess of the number purchased at the beginning of or during the term of the license. Customer is required to provide all information requested within ten business days of FlexPoint's request for course usage information. If Customer fails to provide the information requested within ten business days, FlexPoint may suspend access to course content until such information is received. Please note that suspension may result in permanent loss of student data.
• **Course Customization**: Course customization may be defined as, but is not limited in definition to, the combining of course content from two or more FlexPoint or FlexPoint-provided courses. Combination of two or more FlexPoint courses or FlexPoint-provided course content is not allowed in a per enrollment license. Third-party course content provided by FlexPoint, including but not limited to Mawi Learning courses, etc., may not be customized or used in other course customizations. Please see your FlexPoint representative for more information about possible course customization fees and a list of third-party courses before creating or enrolling students in customized course content.

Length of Term:
• The Client Hosted Per Enrollment License is an annual renewable license. Customer will have license to utilize the licensed courseware for 12 months from the date access is granted.

Add-On Unlock

Definitions:
• State-Specific Content – Delivery of state-specific content in lessons and specific assessments.
• Single Lesson Navigation – Provides FlexPoint-prescribed lesson numbering. Prohibits students from navigating between lessons.
• Module and Lesson Number Removal – FlexPoint-prescribed lesson and module numbers will be removed from the content and assessments.
• Unlock features may not be available in some courses. Please see your FlexPoint representative for details.

Add-On Rush Load

Terms and Restrictions:
Rush load delivery date is an estimate. Actual date of course delivery is dependent on customer providing required information by FlexPoint-assigned deadlines.

Add-On Early Access

Terms and Restrictions:
Early Access provides customer with access to FlexPoint-provided content for the sole purpose of customer-provided instructor training and set up of domain and courses in preparation for the coming license period. Enrollment of students is NOT permitted during the Early Access period. If customer enrolls students during Early Access, standard enrollment fees will apply. Please see your FlexPoint representative for details.

Length of Term:
• The Early Access License is limited to the time period indicated on this quote.

Add-On Professional Development/Training Terms

Training Types:
• FlexPoint Hosted PD Courses - includes the use of the LMS (Buzz) to access the PD Course.
• Face-to-Face Training - consists of six (6) hours per day of training in one specified training location.
• Live Webinars - scheduled in one (1) hour increments and includes a link to the recording as long as the customer maintains an active license.
• On-Demand Webinars - access to individual on-demand recordings.

Terms and Restrictions:
• For online delivery of training, a PO must be provided no less than two business days prior to the scheduled training.
• For in person delivery of training, a PO must be provided no less than 10 business days prior to the scheduled training.
• Each live webinar attendee must have access to his or her own device for the entire training.
• Requests to reschedule a Live Webinar must be sent in writing to customer's account team no later than 24 hours before the scheduled start time. FlexPoint will provide available dates on which the training may be rescheduled.
• FlexPoint live webinar training is provided through Zoom.
• Any material change to a Live Webinar including, but not limited to, attendee count, topic, and/or training platform (i.e., Zoom, Microsoft Teams, etc.) within 10 business days of scheduled training date may require FlexPoint to reschedule the training to a later date. Additional fees may apply.
• Customers who do not attend a scheduled Live Webinar will not be entitled to a refund or a rescheduled training date.
• On-Demand Webinars are non-refundable.

Length of Term:

IMPORTANT: By issuing a Purchase Order, remitting payment, and/or accessing the licensed product quoted in this proposal, Customer is agreeing to be bound by the terms and restrictions detailed in this quote and to the Terms and Conditions for Use of FLVS Licensed Product(s). A copy of the Terms and Conditions for Use of FLVS Licensed Product(s) can be found at https://www.flexpointeducation.com/termsandconditions

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• FlexPoint Hosted PD Courses include access to the content for 12 months from the date access is granted.
• All other Professional Development/Training services such as Face-to-Face and Live Webinars must be scheduled and delivered within 12 months of purchase.

Add-On Consultative Services Terms

Terms and Restrictions:
• Unless otherwise stated by the order documentation, Consultative Services are charged by the hour, or by the day in the case of face to face consultation, for actual work performed in relation to the agreed upon services. This includes but may not be limited to requirement gathering, preparation time, and actual delivery of services or findings to customer.
• Unless otherwise stated by the order documentation, Consultative Service hours will be pre-purchased by the customer and can be used upon no less than 5 business days advance notice to customer's FlexPoint contact.
• Once hours are depleted, customer will be notified and offered the option of purchasing additional hours.
• Consultative services do not include access to FlexPoint courses.

Length of Term:
• Consultative Service hours must be used within 12 months of purchase.

IMPORTANT: By issuing a Purchase Order, remitting payment, and/or accessing the licensed product quoted in this proposal, Customer is agreeing to be bound by the terms and restrictions detailed in this quote and to the Terms and Conditions for Use of FLVS Licensed Product(s). A copy of the Terms and Conditions for Use of FLVS Licensed Product(s) can be found at https://www.flexpointeducation.com/termsandconditions

California Online Public Schools

2023-2024 PURCHASE ORDER

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

Purchase Order Number: 2023-24-69

Date: 1/26/2024

Vendor Contact Name: Shannon Murphy

Vendor Phone Number: (407) 212-1866

Vendor Fax Number:

Email P.O. to vendor? X Yes ☐ No

Vendor Email: mmurphy@flexpointeducation.com

Vendor: Florida Virtual School

Address: 5422 Carrier Drive, Suite 201

City: Orlando

State FL

Zip 32819

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Client Hosted Per Enrollment License Elementary PE and Art Classes	12685		$ 84.95	5,500	$ 467,225.00
Elementary Art Grade 1 v21 NH Course Access	12685		$ 500.00	1	$ 500.00
Elementary Art Grade 2 v22 NH Course Access	12685		$ 500.00	1	$ 500.00
Elementary Art Grade 3 v23 NH Course Access	12685		$ 500.00	1	$ 500.00
Elementary Art Grade 4 v17 NH Course Access	12685		$ 500.00	1	$ 500.00
Elementary Art Grade 5 v17 NH Course Access	12685		$ 500.00	1	$ 500.00
Elementary Art Grade K v20 NH Course Access	12685		$ 500.00	1	$ 500.00
Elementary Physical Education Grade 1 v17 NH Course Access	12685		$ 500.00	1	$ 500.00
Elementary Physical Education Grade 2 v17 NH Course Access	12685		$ 500.00	1	$ 500.00
Elementary Physical Education Grade 3 v17 NH Course Access	12685		$ 500.00	1	$ 500.00
Elementary Physical Education Grade 4 v17 NH Course Access	12685		$ 500.00	1	$ 500.00
Elementary Physical Education Grade 5 v17 NH Course Access	12685		$ 500.00	1	$ 500.00
Elementary Physical Education Grade K v17 NH Course Access	12685		$ 500.00	1	$ 500.00
FlexPoint Education Answer Keys NH Course Access	12685				$ -
Product Orientation - Client Hosted Models	12685				$ -
				Order Total	$473,225.00

Signatures (or email approval):

DocuSigned by: Britnie Anderson 94917B46142147D... 1/26/2024
Purchaser/Requestor Date

DocuSigned by: Julie Romero FE90D266CFFD48... 1/26/2024
Administrator Approval (required) Date

DocuSigned by: 53EF3C0EE6DA47E... 1/26/2024
Audited By (optional) Date

☐ via email approval (see attached)

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QUOTE

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Company Name	Florida Virtual School
Company Address	5422 Carrier Drive, Suite 201 Orlando, Florida 32819 United States
Remit To	Florida Virtual School P.O. Box 737413 Dallas, TX 75373-7413

Created Date	1/19/2024
Expiration Date	3/29/2024
Quote Number	00012685

Prepared By	Shannon Murphy
Phone	(407) 212-1866
Email	mmurphy@flexpointeducation.com

Account Name	California Online Public Schools

Product	Quantity	Sales Price	Total Price	Line Item Description
Client Hosted Per Enrollment License	5,500.00	$84.95	$467,225.00	Elementary PE and Art Classes
Elementary Art Grade 1 v21 NH Course Access	1.00	$500.00	$500.00	
Elementary Art Grade 2 v22 NH Course Access	1.00	$500.00	$500.00	
Elementary Art Grade 3 v23 NH Course Access	1.00	$500.00	$500.00	
Elementary Art Grade 4 v17 NH Course Access	1.00	$500.00	$500.00	
Elementary Art Grade 5 v17 NH Course Access	1.00	$500.00	$500.00	
Elementary Art Grade K v20 NH Course Access	1.00	$500.00	$500.00	
Elementary Physical Education Grade 1 v17 NH Course Access	1.00	$500.00	$500.00	
Elementary Physical Education Grade 2 v17 NH Course Access	1.00	$500.00	$500.00	
Elementary Physical Education Grade 3 v17 NH Course Access	1.00	$500.00	$500.00	
Elementary Physical Education Grade 4 v17 NH Course Access	1.00	$500.00	$500.00	
Elementary Physical Education Grade 5 v17 NH Course Access	1.00	$500.00	$500.00	
Elementary Physical Education Grade K v17 NH Course Access	1.00	$500.00	$500.00	
FlexPoint Education Answer Keys NH Course Access	1.00	$0.00	$0.00	
Product Orientation - Client Hosted Models	1.00	$0.00	$0.00	

Grand Total	$473,225.00

Please make PO out to Florida Virtual School and send to info@flexpointeducation.com.

*This is a price quotation for customer's convenience only and not an offer to contract. All quotations are subject to review and final acceptance by a duly authorized representative of Florida Virtual School ("FLVS") at its offices. Not responsible for typographical or other errors. FLVS's standard terms and conditions will apply to any order.

**This course is not yet available for delivery. Please contact your FlexPoint representative for estimated delivery dates.

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Payment/Pricing Information

Please make PO out to Florida Virtual School and send to info@flexpointeducation.com. If paying via another method, please contact your sales representative for an invoice.

Client Hosted Per Enrollment Terms

Type of License:
• **Client Hosted Per Enrollment:** Under the Client Hosted Per Enrollment License an "enrollment" is defined as a student who has been enrolled in a single course for 14 days or has completed at least 15% of the course, whichever occurs first. Example: A student who is enrolled in 3 courses would be considered 3 enrollments.

Terms and Restrictions:
• Course materials are NOT included. Please see your FlexPoint representative for a list of applicable materials.
• Instruction provided by customer.
• eTeacher's Guides are included. (*Guides may not be available for all courses)
• Courses may be modified and/or customized by customer.
• Some courses may not be available in this model. Please see your FlexPoint representative for details.
• Support for the licensed courses is included with annual enrollment fees.
• The delivery of assessments, discussion prompts, and FlexPoint hosted course content links to customer's FlexPoint-approved Learning Management System (LMS) will be performed for an additional course access fee.
• Customers with a current annual license may be eligible to receive new course versions. Please see your FlexPoint representative for details.
• FlexPoint-approved LMS and versions include Blackboard 9.1, Ultra; Agilix Buzz, Canvas, Desire2Learn 9.x, 10.x; Brightspace v20; Moodle 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.0, 4.1, 4.2; Schoology, Moodlerooms 3.7.
• **Overages ("Additional Usage")**: Customer is financially responsible for overages. An overage is any enrollment used in excess of the number purchased at the beginning of or during the term of the license. Customer is required to provide all information requested within ten business days of FlexPoint's request for course usage information. If Customer fails to provide the information requested within ten business days, FlexPoint may suspend access to course content until such information is received. Please note that suspension may result in permanent loss of student data.
• **Course Customization**: Course customization may be defined as, but is not limited to definition to, the combining of course content from two or more FlexPoint or FlexPoint-provided courses. Combination of two or more FlexPoint courses or FlexPoint-provided course content is not allowed in a per enrollment license. Third-party course content provided by FlexPoint, including but not limited to Mawi Learning courses, etc., may not be customized or used in other course customizations. Please see your FlexPoint representative for more information about possible course customization fees and a list of third-party courses before creating or enrolling students in customized course content.

Length of Term:
• The Client Hosted Per Enrollment License is an annual renewable license. Customer will have license to utilize the licensed courseware for 12 months from the date access is granted.

Add-On Unlock

Definitions:
• State-Specific Content – Delivery of state-specific content in lessons and specific assessments.
• Single Lesson Navigation – Provides FlexPoint-prescribed lesson numbering. Prohibits students from navigating between lessons.
• Module and Lesson Number Removal – FlexPoint-prescribed lesson and module numbers will be removed from the content and assessments.
• Unlock features may not be available in some courses. Please see your FlexPoint representative for details.

Add-On Rush Load

Terms and Restrictions:
Rush load delivery date is an estimate. Actual date of course delivery is dependent on customer providing required information by FlexPoint-assigned deadlines.

Add-On Early Access

Terms and Restrictions:
Early Access provides customer with access to FlexPoint-provided content for the sole purpose of customer-provided instructor training and set up of domain and courses in preparation for the coming license period. Enrollment of students is NOT permitted during the Early Access period. If customer enrolls students during Early Access, standard enrollment fees will apply. Please see your FlexPoint representative for details.

Length of Term:

IMPORTANT: By issuing a Purchase Order, remitting payment, and/or accessing the licensed product quoted in this proposal, Customer is agreeing to be bound by the terms and restrictions detailed in this quote and to the Terms and Conditions for Use of FLVS Licensed Product(s). A copy of the Terms and Conditions for Use of FLVS Licensed Product(s) can be found at https://www.flexpointeducation.com/termsandconditions

FlexPoint™ EDUCATION CLOUD
FlexPoint™ is a trademark of Florida Virtual School.

QUOTE
This is not an invoice

• The Early Access License is limited to the time period indicated on this quote.

Add-On Professional Development/Training Terms

Training Types:
• FlexPoint Hosted PD Courses - includes the use of the LMS (Buzz) to access the PD Course.
• Face-to-Face Training - consists of six (6) hours per day of training in one specified training location.
• Live Webinars - scheduled in one (1) hour increments and includes a link to the recording as long as the customer maintains an active license.
• On-Demand Webinars - access to individual on-demand recordings.

Terms and Restrictions:
• For online delivery of training, a PO must be provided no less than two business days prior to the scheduled training.
• For in person delivery of training, a PO must be provided no less than 10 business days prior to the scheduled training.
• Each live webinar attendee must have access to his or her own device for the entire training.
• Requests to reschedule a Live Webinar must be sent in writing to customer's account team no later than 24 hours before the scheduled start time. FlexPoint will provide available dates on which the training may be rescheduled.
• FlexPoint live webinar training is provided through Zoom.
• Any material change to a Live Webinar including, but not limited to, attendee count, topic, and/or training platform (i.e., Zoom, Microsoft Teams, etc.) within 10 business days of scheduled training date may require FlexPoint to reschedule the training to a later date. Additional fees may apply.
• Customers who do not attend a scheduled Live Webinar will not be entitled to a refund or a rescheduled training date.
• On-Demand Webinars are non-refundable.

Length of Term:
• FlexPoint Hosted PD Courses include access to the content for 12 months from the date access is granted.
• All other Professional Development/Training services such as Face-to-Face and Live Webinars must be scheduled and delivered within 12 months of purchase.

Add-On Consultative Services Terms

Terms and Restrictions:
• Unless otherwise stated by the order documentation, Consultative Services are charged by the hour, or by the day in the case of face to face consultation, for actual work performed in relation to the agreed upon services. This includes but may not be limited to requirement gathering, preparation time, and actual delivery of services or findings to customer.
• Unless otherwise stated by the order documentation, Consultative Service hours will be pre-purchased by the customer and can be used upon no less than 5 business days advance notice to customer's FlexPoint contact.
• Once hours are depleted, customer will be notified and offered the option of purchasing additional hours.
• Consultative services do not include access to FlexPoint courses.

Length of Term:
• Consultative Service hours must be used within 12 months of purchase.

IMPORTANT: By issuing a Purchase Order, remitting payment, and/or accessing the licensed product quoted in this proposal, Customer is agreeing to be bound by the terms and restrictions detailed in this quote and to the Terms and Conditions for Use of FLVS Licensed Product(s). A copy of the Terms and Conditions for Use of FLVS Licensed Product(s) can be found at https://www.flexpointeducation.com/termsandconditions

California Online Public Schools

2023-2024 PURCHASE ORDER

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

Purchase Order Number: 2023 - 24 - 70

Date: 1/29/2024

Vendor Contact Name: Malissa Hundley

Vendor Phone Number: 206.381.5608

Vendor Fax Number:

Email P.O. to vendor? [x] Yes [ ] No

Vendor Email: Malissa.Hundley@edmentrum.c

Vendor: Edmentum

Address: P.O. Box 776725

City: Chicago

State IL

Zip 60677-6725

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
HS CTE Library-Program License (12 Month- 7/1/24-6/30/25)	Q-611000			1500	$ 82,875.00
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -

Order Total $82,875.00

Signatures (or email approval):

DocuSigned by: Britnie Anderson
DocuSigned by: 94917B4C142147D...
Purchaser/Requestor — Date 1/29/2024

DocuSigned by: Richie Romero
DocuSigned by: FE9DD366CFFD491...
Administrator Approval (required) — Date 1/29/2024

53EF3C0EE6DA47E...
Audited By (optional) — Date 1/29/2024

[ ] via email approval (see attached)

edmentum™

Date:	01/24/2024
Order Number:	Q-611000
Revision:	1
Order Form Expiration Date:	03/19/2024

ORDER FORM

Orders Under $25,000.00 may pay by Credit Card:
Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Customer and Billing Address

Customer No.: 737224
Customer Name: California Online Academy
Billing Address: 33272 Valle Road
San Juan Capistrano, CA 92675

Products and Services

CalOPS

Products	Qty	License Start Date	License End Date	License Term (Months)
Courseware: HS CTE Library - Program License	1500	07/01/2024	06/30/2025	12

CalOPS Subtotal: $82,875.00

Total US Funds: $82,875.00

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the earliest of the License Start Dates applicable to the products listed above

To the extent the products listed above include "EdOptions Academy" and "ALVS" enrollment products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the products table of this Order Form above, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.

Taxes

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to orders@edmentum.com or attach the certificate to this order form in the Signature section.

Invoicing and Payment Terms

The full amount of Your Order will be invoiced when accepted by Us. Payment is due 15 days after invoice date.

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at http://www.edmentum.com/standardterms and the documents it references) form the entire agreement between you and us



edmentum™

Date:	01/24/2024
Order Number:	Q-611000
Revision:	1
Order Form Expiration Date:	03/19/2024

ORDER FORM

Orders Under $25,000.00 may pay by Credit Card:
Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order

You acknowledge that this Agreement is non-cancellable and you will submit a purchase order for the full amount of this Order Form. Your order will not be scheduled for delivery until you have submitted a purchase order referencing and conforming to this Order Form.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

Invoice Contact Information – Please Provide Your Finance Dept Contact Information

First Name:

Last Name:

Email Address:

Customer Signature

Name (Printed or Typed) Richie Romero

Title Deputy Superintendent

Date 1-25-24

CliftonLarsonAllen

Direct Billing Inquiries to:

CliftonLarsonAllen LLP
(844) 325-1836

Payment is due upon receipt

Account Name	California Online Public Schools	**Invoice Total**	$38,272.50
Account Number	A275553	Invoice Number	3993422
Authorization Number	0001253133	Invoice Date	11/30/2023

To pay your bill electronically please visit claconnect.com/billpay

Progress billing for audit services for the year ended June 30, 2023 for the last month.	$30,000.00
Leases Testing: Work performed on new accounting lease testing.	2,650.00
Additional testing and discussions required related to independent study finding.	1,800.00
Additional testing and discussions required related to time certifications for the single audit.	2,000.00

Technology and Client Support Fee	$1,822.50
Invoice Total	**$38,272.50**

Payment is due upon receipt.

Please detach and remit payment to the address below.

We Appreciate Your Business and Referrals

0912443A2755530003827250000039934220

Remit to:

CliftonLarsonAllen LLP
P.O. Box 31001-2443
Pasadena, CA 91110-2443

Amount Remitted	$ _____
Account Number	A275553
Invoice Number	3993422

California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675-4842



BRANDASTIC
IGNITE YOUR POTENTIAL

Brandastic, Inc.
949.899.7340
3857 Birch Street, Suite 271
Newport Beach, CA 92660

Billed To
Julie Colombero
California Online Public Schools
33271 Valle Road
San Juan Capistrano, CA 92675

Date of Issue
11/22/2023

Due Date
12/11/2023

Invoice Number
1206861

Amount Due (USD)
$21,000.00

Description	Rate	Qty	Line Total
CCAS-1 CCAS-1 California Online Public Schools | Revised Marketing Contract | December Billing	$21,000.00	1	$21,000.00
	$0.00	1	$0.00

Subtotal	21,000.00
Tax	0.00
Total	21,000.00
Amount Paid	0.00
Amount Due (USD)	$21,000.00

Terms
Checks can be sent to 3525 Hyland Avenue, Suite 235, Costa Mesa, CA 92626

PRIVATE POLICY NOTICE: We will NOT share your information. Ever.

Connection
BUSINESS SOLUTIONS

PC Connection
730 Milford Road
MERRIMACK NH 03054

REMIT TO ADDRESS
PC CONNECTION SALES CORP
DBA CONNECTION
PO BOX 536472
PITTSBURGH PA 15253-5906

PLEASE ENCLOSE ATTACHED REMITTANCE RECEIPT WITH YOUR PAYMENT

Federal ID No.	Invoice No.	Invoice Date
02-0497006	74748718	11/27/2023

Company retains a purchase money security interest in Equipment until payment is made in full.

Sold To:
CA CONNECTIONS ACADEMY SOUTHERN CA
33272 VALLE RD
SAN JUAN CAPISTRANO CA 92675

Shipped To:
California Online Public Schools
RICHIE ROMERO
33272 Valle Rd
San Juan Capistrano CA 92675

CORP. SALES (800)800-0014 CREDIT DEPT (800)426-5772 CUSTOMER SERV (800)8000011

Date of Order	Order No.	Customer Purchase Order No.	Account No.	Terms	Date Shipped	Shipped Via
10/13/2023	62447638	2023-24-26	13528909	Net 30	11/27/2023	TRUCKLOAD SERVICES

Quantity Ordered	Back Ordered	Shipped	Item No.	Description	Unit Price	Extension
2		2	41589521 SER. # SER. #	MBP14SV M2Pro-10C16C/16G/512G SGF70KPYM2D MFG# MPHH3LL/A SFJ96Y5J913 MFG# MPHH3LL/A	1,956.0000	3,912.00
3		3	41589521 SER. # SER. # SER. #	MBP14SV M2Pro-10C16C/16G/512G SDYV16V7PHW MFG# MPHH3LL/A SHJK734Y0GF MFG# MPHH3LL/A SCFW76W6PFJ MFG# MPHH3LL/A	1,956.0000	5,868.00
5		5	41589521 SER. # SER. # SER. # SER. # SER. #	MBP14SV M2Pro-10C16C/16G/512G SH93FY27T3M MFG# MPHH3LL/A SD952TJP9CL MFG# MPHH3LL/A SLR7H9T1Y9J MFG# MPHH3LL/A SL52VLF6Q5T MFG# MPHH3LL/A SC6CT6N2T0L MFG# MPHH3LL/A	1,956.0000	9,780.00
2		2	41589521	State Environmental Fee MFG# State Environmental Fee	4.0000	8.00
3		3	41589521	State Environmental Fee MFG# State Environmental Fee	4.0000	12.00
5		5	41589521	State Environmental Fee MFG# State Environmental Fee	4.0000	20.00
2		2	41590314	Apple 3Y AppleCare 14	234.0000	468.00

Merchandise	Sales Tax	Shipping/Packaging

Backordered items will be shipped and Invoiced to you as soon as they are available.

Page # 1

Invoice Total
Continued

Order No.

Company	Account No.	Invoice No.	Invoice Total

PLEASE ENCLOSE THIS REMITTANCE RECEIPT WITH YOUR PAYMENT

Connection
BUSINESS SOLUTIONS

PC Connection
730 Milford Road
MERRIMACK NH 03054

REMIT TO ADDRESS
PC CONNECTION SALES CORP
DBA CONNECTION
PO BOX 536472
PITTSBURGH PA 15253-5906

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Federal ID No.	Invoice No.	Invoice Date
02-0497006	74748718	11/27/2023

Company retains a purchase money security interest in Equipment until payment is made in full.

Sold To:
CA CONNECTIONS ACADEMY SOUTHERN CA
33272 VALLE RD
SAN JUAN CAPISTRANO CA 92675

Shipped To:
California Online Public Schools
RICHIE ROMERO
33272 Valle Rd
San Juan Capistrano CA 92675

CORP. SALES (800)800-0014 CREDIT DEPT (800)426-5772 CUSTOMER SERV (800)8000011

Date of Order	Order No.	Customer Purchase Order No.	Account No.	Terms	Date Shipped	Shipped Via
10/13/2023	62447638	2023-24-26	13528909	Net 30	11/27/2023	TRUCKLOAD SERVICES

Quantity Ordered	Back Ordered	Shipped	Item No.	Description	Unit Price	Extension
				MFG# SGAQ2LL/A		
3		3	41590314	Apple 3Y AppleCare 14 MFG# SGAQ2LL/A	234.0000	702.00
5		5	41590314	Apple 3Y AppleCare 14 MFG# SGAQ2LL/A	234.0000	1,170.00
10		10	41494674	Simple Provision MFG# SP	25.0000	250.00
1		1	33426219	4 Port USB 3.0 Hub MFG# HB30C4AB	35.0000	35.00
9		9	33426219	4 Port USB 3.0 Hub MFG# HB30C4AB	35.0000	315.00
10		10	32224527 SER. # SER. # SER. # SER. # SER. # SER. # SER. # SER. #	C27F390FHN/27INCH CURVED/1920X 065GHCNW504296F MFG# C27F390FHN 065GHCNW504175D MFG# C27F390FHN 065GHCNW504177P MFG# C27F390FHN 065GHCNW504151P MFG# C27F390FHN 065GHCNW504192K MFG# C27F390FHN 065GHCNW504203L MFG# C27F390FHN 065GHCNW504207W MFG# C27F390FHN 065GHCNW504219D MFG# C27F390FHN	206.0000	2,060.00

Merchandise	Sales Tax	Shipping/Packaging

Backordered items will be shipped and Invoiced to you as soon as they are available.

Page # 2

Invoice Total
Continued

Order No.

Company	Account No.	Invoice No.	Invoice Total

PLEASE ENCLOSE THIS REMITTANCE RECEIPT WITH YOUR PAYMENT

Connection
BUSINESS SOLUTIONS

PC Connection
730 Milford Road
MERRIMACK NH 03054

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PC CONNECTION SALES CORP
DBA CONNECTION
PO BOX 536472
PITTSBURGH PA 15253-5906

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Federal ID No.	Invoice No.	Invoice Date
02-0497006	74748718	11/27/2023

Company retains a purchase money security interest in Equipment until payment is made in full.

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CORP. SALES (800)800-0014 CREDIT DEPT (800)426-5772 CUSTOMER SERV (800)8000011

Date of Order	Order No.	Customer Purchase Order No.	Account No.	Terms	Date Shipped	Shipped Via
10/13/2023	62447638	2023-24-26	13528909	Net 30	11/27/2023	TRUCKLOAD SERVICES

Quantity Ordered	Back Ordered	Shipped	Item No.	Description	Unit Price	Extension
			SER. # SER. #	065GHCNW504290J MFG# C27F390FHN 065GHCNW100208A MFG# C27F390FHN		
10		10	32224527	State Environmental Fee MFG# State Environmental Fee	5.0000	50.00
10		10	41221613	SMART BUY 235 WL MOUSE AND MFG# 1Y4D0UT#ABA	34.5200	345.20

********** PLEASE NOTE EFT INSTRUCTIONS **********
For electronic funds transfer, please remit to Citizens Bank:
ACH Payments: ABA # 2110-70175, Account # 1310873248
WIRE Payments: ABA #0115-00120, Account # 1310873248
Please include invoice number(s) in the transmitted information.
Please send remit information to REMIT@CONNECTION.COM
"We provide more timely and accurate information to the business community by sharing our accounts receivable information with credit bureaus"
For your security, do not change remittance details without valid written and verbal authorization from our company.

Merchandise	Sales Tax	Shipping/Packaging
24,995.20	1,729.42	

Backordered items will be shipped and Invoiced to you as soon as they are available.

Page # 3

Invoice Total
26,724.62

WILBER, PATRICIA **Ordered By** Richie Romero

Order No.
62447638

Company	Account No.	Invoice No.	Invoice Total
00001	13528909	74748718	**26,724.62**

PC CONNECTION SALES CORP
DBA CONNECTION
PO BOX 536472
PITTSBURGH PA 15253-5906

PLEASE ENCLOSE THIS REMITTANCE RECEIPT WITH YOUR PAYMENT

00001 13528909 747487180002672462

CHARTER IMPACT

8500 Balboa Blvd., Suite 140
Northridge, CA 91325 US
+1 8184740322
info@charterimpact.com
www.charterimpact.com

INVOICE

BILL TO
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA
92675
United States

INVOICE # 15228
DATE 12/01/2023
DUE DATE 12/31/2023
TERMS Net 30

ACTIVITY	QTY	RATE	AMOUNT
Business Mgmt. Business Management Services - Central Coast	1	617.00	617.00
Business Mgmt. Business Management Services - Central Valley	1	3,612.00	3,612.00
Business Mgmt. Business Management Services - Monterey	1	2,591.00	2,591.00
Business Mgmt. Business Management Services - North Bay	1	780.00	780.00
Business Mgmt. Business Management Services - NorCal	1	9,912.00	9,912.00
Business Mgmt. Business Management Services - SoCal	1	28,321.00	28,321.00

BALANCE DUE **$45,833.00**



Invoice 91000014090A

Charges for the Following Period:	**July 2023**
Compensation Expenses	
Credit for Nonbillable Earnings Paid by the School	**(144,075.57)**
Withholdings	**232,948.59**
	88,873.02
Other Services	
Summer School 2023	**20,460.00**
Pass Through Expenses	
Miscellaneous	**202,251.12**
	202,251.12
Total Amount Due	**311,584.14**

Pearson

Invoice 91000014228A

Charges for the Following Period:	**August 2023**
Compensation Expenses	
Credit for Nonbillable Earnings Paid by the School	**(173,021.58)**
Withholdings	**292,763.35**
	119,741.77
Pass Through Expenses	
Miscellaneous	**376,159.67**
	376,159.67
Total Amount Due	**495,901.44**

Pearson

Invoice 91000014546A

Charges for the Following Period:	**September 2023**
Compensation Expenses	
Salaries - Instructional	**265,908.75**
Credit for Nonbillable Earnings Paid by the School	**(50,544.31)**
Withholdings	**246,881.13**
	462,245.57
Pass Through Expenses	
Miscellaneous	**394,592.83**
	394,592.83
Total Amount Due	**856,838.40**

Pearson

Invoice 91000014768A

Charges for the Following Period:	**October 2023**
Compensation Expenses	
Credit for Nonbillable Earnings Paid by the School	**(20,615.02)**
Withholdings	**248,165.09**
	227,550.07
Pass Through Expenses	
Internet Subsidy Payment	**-**
E-Rate Credit	**-**
Miscellaneous	**193,788.46**
	193,788.46
Total Amount Due	**421,338.53**

Pearson

Invoice 91000014090B

Charges for the Following Period:	**July 2023**
Compensation Expenses	
Benefits - Administration	**192,612.54**
Benefits - Instructional	**512,181.54**
	704,794.08
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	**21,867.25**
Community Outreach	**45,833.33**
Connexus ™ Annual License (EMS)	**262,407.01**
Curriculum Postage	**18,674.35**
Direct Course Instruction Support	**-**
Educational Resource Center	**55,105.47**
Enrollment and Records Management	**22,635.58**
Facility Support Services	**1,525.00**
Hardware/Software - Employees	**14,250.00**
Human Resources Support	**29,687.50**
Internet Subsidy Payment Processing	**10,166.67**
School Curriculum Supplies	**10,458.33**
Short Term Substitute Teaching Services	**10,000.00**
Student Technology Assistance	**182,754.17**
Tangible and Intangible Instructional Materials	**576,866.03**
Technical Support and Repairs	**65,601.75**
	1,327,832.44
Revenue Based Charges	
Marketing Services	**58,387.64**
School Administration	**350,325.86**
Treasury Services	**87,581.47**
	496,294.97
Tax Total	**28,390.24**
Total Amount Due	**2,557,311.73**



Pearson

Invoice 91000014228B

Charges for the Following Period:	**August 2023**
Compensation Expenses	
Benefits - Administration	**124,513.04**
Benefits - Instructional	**836,811.28**
	961,324.32
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	**21,867.25**
Community Outreach	**45,833.34**
Connexus ™ Annual License (EMS)	**262,407.01**
Curriculum Postage	**18,674.35**
Direct Course Instruction Support	**-**
Educational Resource Center	**55,105.47**
Enrollment and Records Management	**22,635.58**
Facility Support Services	**1,525.00**
Hardware/Software - Employees	**14,250.00**
Human Resources Support	**29,687.50**
Internet Subsidy Payment Processing	**10,166.66**
School Curriculum Supplies	**10,458.34**
Student Technology Assistance	**182,754.16**
Tangible and Intangible Instructional Materials	**576,866.02**
Technical Support and Repairs	**65,601.75**
	1,317,832.43
Revenue Based Charges	
Marketing Services	**58,387.65**
School Administration	**350,325.86**
Treasury Services	**87,581.46**
	496,294.97
Tax Total	**28,215.96**
Total Amount Due	**2,803,667.68**

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014546
Date	:	16-OCT-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3921999
Project Number	:	82079976
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCASC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$3,492,875.07
Tax Total	:	USD	$28,131.67
Invoice Total	:	USD	$3,521,006.74
Amount Due	:	USD	$3,521,006.74

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014546							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079976	CalCASC-23/24	Direct Charges	25		2,636,036.67	28,131.67	2,664,168.34
82079976	CalCASC-23/24	Pass Through	18		856,838.40	0.00	856,838.40

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

	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	43	$3,492,875.07	$	$	$	$28,131.67	$3,521,006.74

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$3,492,875.07	$28,131.67	$3,521,006.74



Invoice 91000014546B

Charges for the Following Period:	**September 2023**
Compensation Expenses	
Benefits - Administration	**127,091.47**
Benefits - Instructional	**659,167.77**
	786,259.24
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	**21,867.25**
Community Outreach	**45,833.33**
Connexus ™ Annual License (EMS)	**262,407.01**
Curriculum Postage	**18,674.36**
Direct Course Instruction Support	**10,450.00**
Educational Resource Center	**55,105.48**
Enrollment and Records Management	**22,635.58**
Facility Support Services	**1,525.00**
Hardware/Software - Employees	**14,250.00**
Human Resources Support	**29,687.50**
Internet Subsidy Payment Processing	**10,166.67**
School Curriculum Supplies	**10,458.33**
Short Term Substitute Teaching Services	**25,200.00**
Student Technology Assistance	**182,754.17**
Tangible and Intangible Instructional Materials	**576,866.02**
Technical Support and Repairs	**65,601.76**
	1,353,482.46
Revenue Based Charges	
Marketing Services	**58,387.64**
School Administration	**350,325.86**
Treasury Services	**87,581.47**
	496,294.97
Tax Total	**28,131.67**
Total Amount Due	**2,664,168.34**

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014768
Date	:	08-NOV-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3921999
Project Number	:	82079976
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCASC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$2,996,547.71
Tax Total	:	USD	$28,020.10
Invoice Total	:	USD	$3,024,567.81
Amount Due	:	USD	$3,024,567.81

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014768							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079976	CalCASC-23/24	Direct Charges	26		2,575,209.18	28,020.10	2,603,229.28
82079976	CalCASC-23/24	Pass Through	15		421,338.53	0.00	421,338.53

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	41	$2,996,547.71	$	$	$	$28,020.10	$3,024,567.81

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$2,996,547.71	$28,020.10	$3,024,567.81



Invoice 91000014768B

Charges for the Following Period:	**October 2023**
Compensation Expenses	
Benefits - Administration	**140,518.02**
Benefits - Instructional	**617,224.61**
	757,742.63
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	**19,614.92**
Community Outreach	**45,833.33**
Connexus ™ Annual License (EMS)	**235,378.97**
Curriculum Postage	**15,212.94**
Direct Course Instruction Support	**13,552.00**
Educational Resource Center	**49,429.58**
Enrollment and Records Management	**18,439.93**
Facility Support Services	**1,525.00**
Hardware/Software - Employees	**17,250.00**
Human Resources Support	**35,937.50**
Internet Subsidy Payment Processing	**8,507.37**
Monthly Fee per Student on an IEP	**115,650.00**
School Curriculum Supplies	**11,625.00**
Short Term Substitute Teaching Services	**40,000.00**
Student Technology Assistance	**205,179.17**
Tangible and Intangible Instructional Materials	**463,659.79**
Technical Support and Repairs	**58,844.74**
	1,355,640.24
Revenue Based Charges	
Marketing Services	**54,332.51**
School Administration	**325,995.04**
Treasury Services	**81,498.76**
	461,826.31
Tax Total	**28,020.10**
Total Amount Due	**2,603,229.28**

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000014091
Date :	25-AUG-2023
Due Date :	
Payment Terms :	
Customer Account :	3922001
Project Number :	82079977
Currency :	USD
Shipment Terms :	
Purchase Order Number :	CalCACV-23/24
Number of Pages :	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$238,749.82
Tax Total	:	USD	$4,013.11
Invoice Total	:	USD	$242,762.93
Amount Due	:	USD	$242,762.93

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014091							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079977	CalCACV-23/24	Direct Charges	23		238,749.82	4,013.11	242,762.93

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$238,749.82	$	$	$	$4,013.11	$242,762.93

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$238,749.82	$4,013.11	$242,762.93



Charges for the Following Period:	July 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,774.01
Community Outreach	2,083.33
Connexus ™ Annual License (EMS)	33,288.15
Curriculum Postage	2,404.97
Educational Resource Center	6,990.51
Enrollment and Records Management	2,915.12
Facility Support Services	200.00
Hardware/Software - Employees	1,800.00
Human Resources Support	3,750.00
Internet Subsidy Payment Processing	1,354.17
School Curriculum Supplies	1,333.33
Student Technology Assistance	27,025.00
Tangible and Intangible Instructional Materials	73,877.19
Technical Support and Repairs	8,322.04
	168,117.82
Revenue Based Charges	
Marketing Services	7,882.59
School Administration	47,295.53
Treasury Services	11,823.88
	67,002.00
Other Services	
Summer School 2022	3,630.00
	3,630.00
Total Amount Due	238,749.82

GENERAL

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014229
Date	:	11-SEP-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3922001
Project Number	:	82079977
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCACV-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$235,119.81
Tax Total	:	USD	$4,013.12
Invoice Total	:	USD	$239,132.93
Amount Due	:	USD	$239,132.93

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014229							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079977	CalCACV-23/24	Direct Charges	23		235,119.81	4,013.12	239,132.93

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$235,119.81	$	$	$	$4,013.12	$239,132.93

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$235,119.81	$4,013.12	$239,132.93



Charges for the Following Period:	August 2023
Compensation Expenses	
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,774.01
Community Outreach	2,083.34
Connexus ™ Annual License (EMS)	33,288.15
Curriculum Postage	2,404.97
Educational Resource Center	6,990.51
Enrollment and Records Management	2,915.11
Facility Support Services	200.00
Hardware/Software - Employees	1,800.00
Human Resources Support	3,750.00
Internet Subsidy Payment Processing	1,354.16
School Curriculum Supplies	1,333.34
Student Technology Assistance	27,025.00
Tangible and Intangible Instructional Materials	73,877.20
Technical Support and Repairs	8,322.03
	168,117.82
Revenue Based Charges	
Marketing Services	7,882.59
School Administration	47,295.52
Treasury Services	11,823.88
	67,001.99
Total Amount Due	235,119.81

GENERAL

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014540
Date	:	16-OCT-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3922001
Project Number	:	82079977
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCACV-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$236,582.80
Tax Total	:	USD	$4,013.11
Invoice Total	:	USD	$240,595.91
Amount Due	:	USD	$240,595.91

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014540							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079977	CalCACV-23/24	Direct Charges	23		236,582.80	4,013.11	240,595.91

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$236,582.80	$	$	$	$4,013.11	$240,595.91

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$236,582.80	$4,013.11	$240,595.91



Charges for the Following Period:	September 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,774.02
Community Outreach	2,083.33
Connexus ™ Annual License (EMS)	33,288.15
Curriculum Postage	2,404.97
Direct Course Instruction Support	1,463.00
Educational Resource Center	6,990.51
Enrollment and Records Management	2,915.12
Facility Support Services	200.00
Hardware/Software - Employees	1,800.00
Human Resources Support	3,750.00
Internet Subsidy Payment Processing	1,354.17
School Curriculum Supplies	1,333.33
Student Technology Assistance	27,025.00
Tangible and Intangible Instructional Materials	73,877.17
Technical Support and Repairs	8,322.04
	169,580.81
Revenue Based Charges	
Marketing Services	7,882.58
School Administration	47,295.53
Treasury Services	11,823.88
	67,001.99
Total Amount Due	236,582.80

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014764
Date	:	08-NOV-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3922001
Project Number	:	82079977
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCACV-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$482,045.91
Tax Total	:	USD	$7,648.46
Invoice Total	:	USD	$489,694.37
Amount Due	:	USD	$489,694.37

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014764							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079977	CalCACV-23/24	Direct Charges	24		482,045.91	7,648.46	489,694.37

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	24	$482,045.91	$	$	$	$7,648.46	$489,694.37

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$482,045.91	$7,648.46	$489,694.37

Pearson

Charges for the Following Period:	October 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	5,744.63
Community Outreach	2,083.33
Connexus ™ Annual License (EMS)	68,935.55
Curriculum Postage	4,489.09
Direct Course Instruction Support	1,996.50
Educational Resource Center	14,476.47
Enrollment and Records Management	5,441.32
Facility Support Services	200.00
Hardware/Software - Employees	2,200.00
Human Resources Support	4,583.33
Internet Subsidy Payment Processing	2,412.50
Monthly Fee per Student on an IEP	22,650.00
School Curriculum Supplies	1,333.33
Student Technology Assistance	54,816.67
Tangible and Intangible Instructional Materials	137,862.76
Technical Support and Repairs	17,233.89
	346,459.37
Revenue Based Charges	
Marketing Services	15,951.36
School Administration	95,708.14
Treasury Services	23,927.04
	135,586.54
Total Amount Due	482,045.91

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000014094
Date :	25-AUG-2023
Due Date :	
Payment Terms :	
Customer Account :	4235156
Project Number :	82079911
Currency :	USD
Shipment Terms :	
Purchase Order Number :	CalCACC-23/24
Number of Pages :	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$38,151.20
Tax Total	:	USD	$585.39
Invoice Total	:	USD	$38,736.59
Amount Due	:	USD	$38,736.59

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014094							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079911	CalCACC-23/24	Direct Charges	22		38,151.20	585.39	38,736.59

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	22	$38,151.20	$	$	$	$585.39	$38,736.59

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$38,151.20	$585.39	$38,736.59



Charges for the Following Period:	July 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	479.84
Connexus ™ Annual License (EMS)	5,758.05
Curriculum Postage	417.94
Educational Resource Center	1,209.19
Enrollment and Records Management	506.60
Facility Support Services	25.00
Hardware/Software - Employees	300.00
Human Resources Support	625.00
Internet Subsidy Payment Processing	191.67
School Curriculum Supplies	208.33
Student Technology Assistance	3,258.33
Tangible and Intangible Instructional Materials	12,951.42
Technical Support and Repairs	1,439.51
	27,370.88
Revenue Based Charges	
Marketing Services	1,229.45
School Administration	7,376.70
Treasury Services	1,844.17
	10,450.32
Other Services	
Summer School 2023	330.00
	330.00
Total Amount Due	38,151.20

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000014233
Date :	11-SEP-2023
Due Date :	
Payment Terms :	
Customer Account :	4235156
Project Number :	82079911
Currency :	USD
Shipment Terms :	
Purchase Order Number :	CalCACC-23/24
Number of Pages :	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$37,821.22
Tax Total	:	USD	$585.40
Invoice Total	:	USD	$38,406.62
Amount Due	:	USD	$38,406.62

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014233							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079911	CalCACC-23/24	Direct Charges	22		37,821.22	585.40	38,406.62

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	22	$37,821.22	$	$	$	$585.40	$38,406.62

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$37,821.22	$585.40	$38,406.62



Charges for the Following Period:	August 2023
Compensation Expenses	
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	479.84
Connexus ™ Annual License (EMS)	5,758.05
Curriculum Postage	417.95
Educational Resource Center	1,209.19
Enrollment and Records Management	506.60
Facility Support Services	25.00
Hardware/Software - Employees	300.00
Human Resources Support	625.00
Internet Subsidy Payment Processing	191.66
School Curriculum Supplies	208.34
Student Technology Assistance	3,258.34
Tangible and Intangible Instructional Materials	12,951.41
Technical Support and Repairs	1,439.52
	27,370.90
Revenue Based Charges	
Marketing Services	1,229.45
School Administration	7,376.69
Treasury Services	1,844.18
	10,450.32
Total Amount Due	37,821.22

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014543
Date	:	16-OCT-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	4235156
Project Number	:	82079911
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCACC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$38,186.93
Tax Total	:	USD	$585.39
Invoice Total	:	USD	$38,772.32
Amount Due	:	USD	$38,772.32

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014543							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079911	CalCACC-23/24	Direct Charges	22		38,186.93	585.39	38,772.32

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	22	$38,186.93	$	$	$	$585.39	$38,772.32

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$38,186.93	$585.39	$38,772.32



Charges for the Following Period:	September 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	479.83
Connexus ™ Annual License (EMS)	5,758.05
Curriculum Postage	417.94
Direct Course Instruction Support	365.75
Educational Resource Center	1,209.19
Enrollment and Records Management	506.59
Facility Support Services	25.00
Hardware/Software - Employees	300.00
Human Resources Support	625.00
Internet Subsidy Payment Processing	191.67
School Curriculum Supplies	208.33
Student Technology Assistance	3,258.33
Tangible and Intangible Instructional Materials	12,951.42
Technical Support and Repairs	1,439.51
	27,736.61
Revenue Based Charges	
Marketing Services	1,229.45
School Administration	7,376.70
Treasury Services	1,844.17
	10,450.32
Total Amount Due	38,186.93

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014763
Date	:	08-NOV-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	4235156
Project Number	:	82079911
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCACC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$84,858.82
Tax Total	:	USD	$1,675.26
Invoice Total	:	USD	$86,534.08
Amount Due	:	USD	$86,534.08

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014763							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079911	CalCACC-23/24	Direct Charges	23		84,858.82	1,675.26	86,534.08

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$84,858.82	$	$	$	$1,675.26	$86,534.08

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$84,858.82	$1,675.26	$86,534.08



Charges for the Following Period:	October 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	943.82
Connexus ™ Annual License (EMS)	11,325.85
Curriculum Postage	880.17
Direct Course Instruction Support	423.50
Educational Resource Center	2,378.43
Enrollment and Records Management	1,066.88
Facility Support Services	25.00
Hardware/Software - Employees	300.00
Human Resources Support	625.00
Internet Subsidy Payment Processing	503.69
Monthly Fee per Student on an IEP	2,700.00
School Curriculum Supplies	208.33
Student Technology Assistance	13,225.00
Tangible and Intangible Instructional Materials	26,936.87
Technical Support and Repairs	2,831.46
	64,374.00
Revenue Based Charges	
Marketing Services	2,409.98
School Administration	14,459.87
Treasury Services	3,614.97
	20,484.82
Total Amount Due	84,858.82

GENERAL

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014093
Date	:	25-AUG-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3903212
Project Number	:	82079974
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCANB-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$51,242.80
Tax Total	:	USD	$849.34
Invoice Total	:	USD	$52,092.14
Amount Due	:	USD	$52,092.14

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014093							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079974	CalCANB-23/24	Direct Charges	22		51,242.80	849.34	52,092.14

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	22	$51,242.80	$	$	$	$849.34	$52,092.14

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$51,242.80	$849.34	$52,092.14



Charges for the Following Period:	July 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	608.61
Connexus ™ Annual License (EMS)	7,303.27
Curriculum Postage	545.95
Educational Resource Center	1,533.69
Enrollment and Records Management	661.76
Facility Support Services	75.00
Hardware/Software - Employees	400.00
Human Resources Support	833.33
Internet Subsidy Payment Processing	300.00
School Curriculum Supplies	291.67
Student Technology Assistance	5,270.83
Tangible and Intangible Instructional Materials	17,110.21
Technical Support and Repairs	1,825.82
	36,760.14
Revenue Based Charges	
Marketing Services	1,645.61
School Administration	9,873.64
Treasury Services	2,468.41
	13,987.66
Other Services	
Summer School 2023	495.00
	495.00
Total Amount Due	51,242.80

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014231
Date	:	11-SEP-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3903212
Project Number	:	82079974
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCANB-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$50,747.77
Tax Total	:	USD	$849.34
Invoice Total	:	USD	$51,597.11
Amount Due	:	USD	$51,597.11

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014231							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079974	CalCANB-23/24	Direct Charges	21		50,747.77	849.34	51,597.11

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	21	$50,747.77	$	$	$	$849.34	$51,597.11

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$50,747.77	$849.34	$51,597.11



Charges for the Following Period:	August 2023
Compensation Expenses	
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	608.60
Connexus ™ Annual License (EMS)	7,303.27
Curriculum Postage	545.96
Educational Resource Center	1,533.68
Enrollment and Records Management	661.76
Facility Support Services	75.00
Hardware/Software - Employees	400.00
Human Resources Support	833.34
Internet Subsidy Payment Processing	300.00
School Curriculum Supplies	291.66
Student Technology Assistance	5,270.84
Tangible and Intangible Instructional Materials	17,110.21
Technical Support and Repairs	1,825.81
	36,760.13
Revenue Based Charges	
Marketing Services	1,645.60
School Administration	9,873.63
Treasury Services	2,468.41
	13,987.64
Total Amount Due	50,747.77

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014542
Date	:	16-OCT-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3903212
Project Number	:	82079974
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCANB-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$51,113.54
Tax Total	:	USD	$849.34
Invoice Total	:	USD	$51,962.88
Amount Due	:	USD	$51,962.88

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014542							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079974	CalCANB-23/24	Direct Charges	22		51,113.54	849.34	51,962.88

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	22	$51,113.54	$	$	$	$849.34	$51,962.88

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$51,113.54	$849.34	$51,962.88



Charges for the Following Period:	September 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	608.61
Connexus ™ Annual License (EMS)	7,303.26
Curriculum Postage	545.95
Direct Course Instruction Support	365.75
Educational Resource Center	1,533.69
Enrollment and Records Management	661.76
Facility Support Services	75.00
Hardware/Software - Employees	400.00
Human Resources Support	833.33
Internet Subsidy Payment Processing	300.00
School Curriculum Supplies	291.67
Student Technology Assistance	5,270.83
Tangible and Intangible Instructional Materials	17,110.21
Technical Support and Repairs	1,825.82
	37,125.88
Revenue Based Charges	
Marketing Services	1,645.61
School Administration	9,873.64
Treasury Services	2,468.41
	13,987.66
Total Amount Due	51,113.54

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014767
Date	:	08-NOV-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3903212
Project Number	:	82079974
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCANB-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$75,905.73
Tax Total	:	USD	$1,340.74
Invoice Total	:	USD	$77,246.47
Amount Due	:	USD	$77,246.47

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014767							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079974	CalCANB-23/24	Direct Charges	23		75,905.73	1,340.74	77,246.47

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$75,905.73	$	$	$	$1,340.74	$77,246.47

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$75,905.73	$1,340.74	$77,246.47



Charges for the Following Period:	October 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	890.85
Connexus ™ Annual License (EMS)	10,690.20
Curriculum Postage	694.14
Direct Course Instruction Support	363.00
Educational Resource Center	2,244.94
Enrollment and Records Management	841.39
Facility Support Services	75.00
Hardware/Software - Employees	400.00
Human Resources Support	833.33
Internet Subsidy Payment Processing	445.55
Monthly Fee per Student on an IEP	3,000.00
School Curriculum Supplies	291.67
Student Technology Assistance	10,445.83
Tangible and Intangible Instructional Materials	21,000.25
Technical Support and Repairs	2,672.55
	54,888.70
Revenue Based Charges	
Marketing Services	2,472.59
School Administration	14,835.55
Treasury Services	3,708.89
	21,017.03
Total Amount Due	75,905.73

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014095
Date	:	25-AUG-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3973052
Project Number	:	82079973
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCAMB-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$164,979.46
Tax Total	:	USD	$2,599.03
Invoice Total	:	USD	$167,578.49
Amount Due	:	USD	$167,578.49

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014095							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079973	CalCAMB-23/24	Direct Charges	22		164,979.46	2,599.03	167,578.49

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	22	$164,979.46	$	$	$	$2,599.03	$167,578.49

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$164,979.46	$2,599.03	$167,578.49



Charges for the Following Period:	July 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,045.20
Connexus ™ Annual License (EMS)	24,542.45
Curriculum Postage	1,856.40
Educational Resource Center	5,153.91
Enrollment and Records Management	2,250.18
Facility Support Services	150.00
Hardware/Software - Employees	1,300.00
Human Resources Support	2,708.33
Internet Subsidy Payment Processing	854.17
School Curriculum Supplies	958.33
Student Technology Assistance	14,422.92
Tangible and Intangible Instructional Materials	57,639.65
Technical Support and Repairs	6,135.61
	120,017.15
Revenue Based Charges	
Marketing Services	5,030.86
School Administration	30,185.16
Treasury Services	7,546.29
	42,762.31
Other Services	-
Summer School 2022	2,200.00
	2,200.00
Total Amount Due	164,979.46

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014232
Date	:	11-SEP-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3973052
Project Number	:	82079973
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCAMB-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$162,779.48
Tax Total	:	USD	$2,599.03
Invoice Total	:	USD	$165,378.51
Amount Due	:	USD	$165,378.51

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014232							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079973	CalCAMB-23/24	Direct Charges	22		162,779.48	2,599.03	165,378.51

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	22	$162,779.48	$	$	$	$2,599.03	$165,378.51

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$162,779.48	$2,599.03	$165,378.51



Charges for the Following Period:	August 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,045.21
Connexus ™ Annual License (EMS)	24,542.44
Curriculum Postage	1,856.40
Educational Resource Center	5,153.92
Enrollment and Records Management	2,250.18
Facility Support Services	150.00
Hardware/Software - Employees	1,300.00
Human Resources Support	2,708.34
Internet Subsidy Payment Processing	854.16
School Curriculum Supplies	958.34
Student Technology Assistance	14,422.91
Tangible and Intangible Instructional Materials	57,639.66
Technical Support and Repairs	6,135.61
	120,017.17
Revenue Based Charges	
Marketing Services	5,030.86
School Administration	30,185.16
Treasury Services	7,546.29
	42,762.31
Total Amount Due	162,779.48

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014544
Date	:	16-OCT-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3973052
Project Number	:	82079973
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCAMB-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$164,399.19
Tax Total	:	USD	$2,599.03
Invoice Total	:	USD	$166,998.22
Amount Due	:	USD	$166,998.22

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014544							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079973	CalCAMB-23/24	Direct Charges	22		164,399.19	2,599.03	166,998.22

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	22	$164,399.19	$	$	$	$2,599.03	$166,998.22

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$164,399.19	$2,599.03	$166,998.22



Charges for the Following Period:	September 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,045.20
Connexus ™ Annual License (EMS)	24,542.45
Curriculum Postage	1,856.40
Direct Course Instruction Support	1,619.75
Educational Resource Center	5,153.91
Enrollment and Records Management	2,250.18
Facility Support Services	150.00
Hardware/Software - Employees	1,300.00
Human Resources Support	2,708.33
Internet Subsidy Payment Processing	854.17
School Curriculum Supplies	958.33
Student Technology Assistance	14,422.92
Tangible and Intangible Instructional Materials	57,639.63
Technical Support and Repairs	6,135.61
	121,636.88
Revenue Based Charges	
Marketing Services	5,030.86
School Administration	30,185.16
Treasury Services	7,546.29
	42,762.31
Total Amount Due	164,399.19

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014765
Date	:	08-NOV-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3973052
Project Number	:	82079973
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCAMB-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$259,095.31
Tax Total	:	USD	$4,162.29
Invoice Total	:	USD	$263,257.60
Amount Due	:	USD	$263,257.60

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014765							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079973	CalCAMB-23/24	Direct Charges	23		259,095.31	4,162.29	263,257.60

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$259,095.31	$	$	$	$4,162.29	$263,257.60

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$259,095.31	$4,162.29	$263,257.60



Charges for the Following Period:	October 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	3,314.39
Connexus ™ Annual License (EMS)	39,772.66
Curriculum Postage	2,251.80
Direct Course Instruction Support	2,117.50
Educational Resource Center	8,352.26
Enrollment and Records Management	2,729.46
Facility Support Services	150.00
Hardware/Software - Employees	1,700.00
Human Resources Support	3,541.67
Internet Subsidy Payment Processing	1,012.50
Monthly Fee per Student on an IEP	12,750.00
School Curriculum Supplies	1,125.00
Student Technology Assistance	30,331.25
Tangible and Intangible Instructional Materials	70,332.63
Technical Support and Repairs	9,943.17
	189,424.29
Revenue Based Charges	
Marketing Services	8,196.59
School Administration	49,179.54
Treasury Services	12,294.89
	69,671.02
Total Amount Due	259,095.31

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014092
Date	:	25-AUG-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3922560
Project Number	:	82079975
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCANC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$630,748.64
Tax Total	:	USD	$10,431.38
Invoice Total	:	USD	$641,180.02
Amount Due	:	USD	$641,180.02

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014092							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079975	CalCANC-23/24	Direct Charges	23		630,748.64	10,431.38	641,180.02

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$630,748.64	$	$	$	$10,431.38	$641,180.02

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$630,748.64	$10,431.38	$641,180.02



Charges for the Following Period:	July 2023

Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	7,732.00
Community Outreach	4,166.67
Connexus ™ Annual License (EMS)	92,784.02
Curriculum Postage	6,633.17
Educational Resource Center	19,484.64
Enrollment and Records Management	8,040.20
Facility Support Services	525.00
Hardware/Software - Employees	5,050.00
Human Resources Support	10,520.83
Internet Subsidy Payment Processing	3,635.42
School Curriculum Supplies	3,708.33
Student Technology Assistance	65,885.42
Tangible and Intangible Instructional Materials	204,940.29
Technical Support and Repairs	23,196.00
	456,301.99
Revenue Based Charges	
Marketing Services	19,423.14
School Administration	116,538.81
Treasury Services	29,134.70
	165,096.65
Other Services	
Summer School 2022	9,350.00
	9,350.00
Total Amount Due	630,748.64

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014230
Date	:	11-SEP-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3922560
Project Number	:	82079975
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCANC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$621,398.59
Tax Total	:	USD	$10,431.38
Invoice Total	:	USD	$631,829.97
Amount Due	:	USD	$631,829.97

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014230							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079975	CalCANC-23/24	Direct Charges	23		621,398.59	10,431.38	631,829.97
82079975	CalCANC-23/24	Pass Through	1		0.00	0.00	0.00

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	24	$621,398.59	$	$	$	$10,431.38	$631,829.97

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$621,398.59	$10,431.38	$631,829.97



Charges for the Following Period:	August 2023

Compensation Expenses	
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	**7,732.00**
Community Outreach	**4,166.66**
Connexus ™ Annual License (EMS)	**92,784.01**
Curriculum Postage	**6,633.16**
Educational Resource Center	**19,484.65**
Enrollment and Records Management	**8,040.20**
Facility Support Services	**525.00**
Hardware/Software - Employees	**5,050.00**
Human Resources Support	**10,520.84**
Internet Subsidy Payment Processing	**3,635.41**
School Curriculum Supplies	**3,708.34**
Student Technology Assistance	**65,885.41**
Tangible and Intangible Instructional Materials	**204,940.25**
Technical Support and Repairs	**23,196.01**
	456,301.94
Revenue Based Charges	
Marketing Services	**19,423.13**
School Administration	**116,538.81**
Treasury Services	**29,134.71**
	165,096.65
Total Amount Due	**621,398.59**

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014541
Date	:	16-OCT-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3922560
Project Number	:	82079975
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCANC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$624,690.39
Tax Total	:	USD	$10,431.38
Invoice Total	:	USD	$635,121.77
Amount Due	:	USD	$635,121.77

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014541							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079975	CalCANC-23/24	Direct Charges	23		624,690.39	10,431.38	635,121.77

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$624,690.39	$	$	$	$10,431.38	$635,121.77

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$624,690.39	$10,431.38	$635,121.77



Charges for the Following Period:	September 2023

Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	7,732.00
Community Outreach	4,166.67
Connexus ™ Annual License (EMS)	92,784.02
Curriculum Postage	6,633.17
Direct Course Instruction Support	3,291.75
Educational Resource Center	19,484.64
Enrollment and Records Management	8,040.20
Facility Support Services	525.00
Hardware/Software - Employees	5,050.00
Human Resources Support	10,520.83
Internet Subsidy Payment Processing	3,635.42
School Curriculum Supplies	3,708.33
Student Technology Assistance	65,885.42
Tangible and Intangible Instructional Materials	204,940.29
Technical Support and Repairs	23,196.00
	459,593.74
Revenue Based Charges	
Marketing Services	19,423.14
School Administration	116,538.81
Treasury Services	29,134.70
	165,096.65
Total Amount Due	624,690.39

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014766
Date	:	08-NOV-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3922560
Project Number	:	82079975
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCANC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$587,140.39
Tax Total	:	USD	$9,136.47
Invoice Total	:	USD	$596,276.86
Amount Due	:	USD	$596,276.86

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

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Invoice Number: 91000014766							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079975	CalCANC-23/24	Direct Charges	24		587,140.39	9,136.47	596,276.86

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	24	$587,140.39	$	$	$	$9,136.47	$596,276.86

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$587,140.39	$9,136.47	$596,276.86



Charges for the Following Period:	October 2023

Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	6,737.33
Community Outreach	4,166.67
Connexus ™ Annual License (EMS)	80,847.95
Curriculum Postage	5,422.50
Direct Course Instruction Support	3,509.00
Educational Resource Center	16,978.07
Enrollment and Records Management	6,572.73
Facility Support Services	525.00
Hardware/Software - Employees	6,050.00
Human Resources Support	12,604.17
Internet Subsidy Payment Processing	2,673.67
Monthly Fee per Student on an IEP	41,400.00
School Curriculum Supplies	4,041.67
Student Technology Assistance	59,368.75
Tangible and Intangible Instructional Materials	165,354.13
Technical Support and Repairs	20,211.99
	436,463.63
Revenue Based Charges	
Marketing Services	17,726.67
School Administration	106,360.07
Treasury Services	26,590.02
	150,676.76
Total Amount Due	587,140.39

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(800) 718-8855
www.oxfordconsulting.com

Invoice

Date	Invoice #
10/31/2023	162336

Bill To
California Online Public Schools LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
		Services Provided in October 2023		
		Paraprofessional Services Grade Band Para Support		
	1,926.07	CalOPS Grade Band Para Support	45.00	86,673.15
		Verification forms attached		
			Total	$86,673.15

Service Provider/	Service Provided	Service Date	Service Duration	Hourly Fee	Amount Due	Notes
Natalie Hoss	Paraprofessional	10/2/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/3/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/4/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/5/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/6/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/9/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/10/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/11/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/12/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/13/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/16/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/17/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/18/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/19/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/20/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/23/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/24/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/25/2023	0.00	$45.00	$0.00	
Natalie Hoss	Paraprofessional	10/26/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/27/2023	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	10/30/2023	0.00	$45.00	$0.00	
Natalie Hoss	Paraprofessional	10/31/2023	6.00	$45.00	$270.00	
Laurelle Flax	Paraprofessional	10/2/2023	6.83	$45.00	$307.35	-1.00
Laurelle Flax	Paraprofessional	10/3/2023	8.00	$45.00	$360.00	
Laurelle Flax	Paraprofessional	10/4/2023	8.00	$45.00	$360.00	
Laurelle Flax	Paraprofessional	10/5/2023	8.00	$45.00	$360.00	
Laurelle Flax	Paraprofessional	10/6/2023	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	10/9/2023	6.75	$45.00	$303.75	-1.00
Laurelle Flax	Paraprofessional	10/10/2023	7.25	$45.00	$326.25	
Laurelle Flax	Paraprofessional	10/11/2023	7.25	$45.00	$326.25	
Laurelle Flax	Paraprofessional	10/12/2023	8.00	$45.00	$360.00	
Laurelle Flax	Paraprofessional	10/13/2023	8.00	$45.00	$360.00	
Laurelle Flax	Paraprofessional	10/16/2023	7.75	$45.00	$348.75	
Laurelle Flax	Paraprofessional	10/17/2023	6.25	$45.00	$281.25	-1.00
Laurelle Flax	Paraprofessional	10/18/2023	7.25	$45.00	$326.25	
Laurelle Flax	Paraprofessional	10/19/2023	8.00	$45.00	$360.00	

Laurelle Flax	Paraprofessional	10/20/2023	7.00	$45.00	$315.00	-1.00
Laurelle Flax	Paraprofessional	10/23/2023	6.75	$45.00	$303.75	-1.00
Laurelle Flax	Paraprofessional	10/24/2023	7.50	$45.00	$337.50	
Laurelle Flax	Paraprofessional	10/25/2023	7.50	$45.00	$337.50	
Laurelle Flax	Paraprofessional	10/26/2023	7.00	$45.00	$315.00	-1.00
Laurelle Flax	Paraprofessional	10/27/2023	7.00	$45.00	$315.00	-1.00
Laurelle Flax	Paraprofessional	10/30/2023	7.00	$45.00	$315.00	-1.00
Laurelle Flax	Paraprofessional	10/31/2023	7.50	$45.00	$337.50	
Lauren Clemison	Paraprofessional	10/2/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/3/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/4/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/5/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/6/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/9/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/10/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/11/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/12/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/13/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/16/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/17/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/18/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/19/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/20/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/23/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/24/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/25/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/26/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/27/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/30/2023	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	10/31/2023	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	10/2/2023	6.67	$45.00	$300.15	-1.00
Kourtney Clark	Paraprofessional	10/3/2023	6.00	$45.00	$270.00	-1.00
Kourtney Clark	Paraprofessional	10/4/2023	6.42	$45.00	$288.90	-1.00
Kourtney Clark	Paraprofessional	10/5/2023	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	10/6/2023	7.00	$45.00	$315.00	
Kourtney Clark	Paraprofessional	10/9/2023	6.75	$45.00	$303.75	-1.00

Kourtney Clark	Paraprofessional	10/10/2023	6.75	$45.00	$303.75	-1.00
Kourtney Clark	Paraprofessional	10/11/2023	6.42	$45.00	$288.90	-1.00
Kourtney Clark	Paraprofessional	10/12/2023	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	10/13/2023	7.00	$45.00	$315.00	
Kourtney Clark	Paraprofessional	10/16/2023	6.92	$45.00	$311.40	-1.00
Kourtney Clark	Paraprofessional	10/17/2023	6.42	$45.00	$288.90	-1.00
Kourtney Clark	Paraprofessional	10/18/2023	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	10/19/2023	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	10/20/2023	7.00	$45.00	$315.00	
Kourtney Clark	Paraprofessional	10/23/2023	6.75	$45.00	$303.75	-1.00
Kourtney Clark	Paraprofessional	10/24/2023	6.50	$45.00	$292.50	-1.00
Kourtney Clark	Paraprofessional	10/25/2023	6.00	$45.00	$270.00	-1.00
Kourtney Clark	Paraprofessional	10/26/2023	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	10/27/2023	7.00	$45.00	$315.00	
Kourtney Clark	Paraprofessional	10/30/2023	6.75	$45.00	$303.75	-1.00
Kourtney Clark	Paraprofessional	10/31/2023	6.75	$45.00	$303.75	-1.00
Gabriella Martinez	Paraprofessional	10/2/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/3/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/4/2023	7.00	$45.00	$315.00	
Gabriella Martinez	Paraprofessional	10/5/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/6/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/9/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/10/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/11/2023	7.00	$45.00	$315.00	
Gabriella Martinez	Paraprofessional	10/12/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/13/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/16/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/17/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/18/2023	7.00	$45.00	$315.00	
Gabriella Martinez	Paraprofessional	10/19/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/20/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/23/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/24/2023	6.00	$45.00	$270.00	

Gabriella Martinez	Paraprofessional	10/25/2023	7.00	$45.00	$315.00	
Gabriella Martinez	Paraprofessional	10/26/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/27/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/30/2023	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	10/31/2023	6.00	$45.00	$270.00	
Edna Guerrera	Paraprofessional	10/2/2023	7.25	$45.00	$326.25	-0.75
Edna Guerrera	Paraprofessional	10/3/2023	6.75	$45.00	$303.75	-0.75
Edna Guerrera	Paraprofessional	10/4/2023	6.75	$45.00	$303.75	-0.75
Edna Guerrera	Paraprofessional	10/5/2023	6.75	$45.00	$303.75	-0.75
Edna Guerrera	Paraprofessional	10/6/2023	7.25	$45.00	$326.25	-0.75
Edna Guerrera	Paraprofessional	10/9/2023	7.25	$45.00	$326.25	-0.75
Edna Guerrera	Paraprofessional	10/10/2023	6.75	$45.00	$303.75	-0.75
Edna Guerrera	Paraprofessional	10/11/2023	6.75	$45.00	$303.75	-0.75
Edna Guerrera	Paraprofessional	10/12/2023	6.75	$45.00	$303.75	-0.75
Edna Guerrera	Paraprofessional	10/13/2023	7.25	$45.00	$326.25	-0.75
Edna Guerrera	Paraprofessional	10/16/2023	7.25	$45.00	$326.25	-0.75
Edna Guerrera	Paraprofessional	10/17/2023	6.75	$45.00	$303.75	-0.75
Edna Guerrera	Paraprofessional	10/18/2023	7.25	$45.00	$326.25	-0.75
Edna Guerrera	Paraprofessional	10/19/2023	6.75	$45.00	$303.75	-0.75
Edna Guerrera	Paraprofessional	10/20/2023	7.25	$45.00	$326.25	-0.75
Edna Guerrera	Paraprofessional	10/23/2023	7.25	$45.00	$326.25	-0.75
Edna Guerrera	Paraprofessional	10/24/2023	6.75	$45.00	$303.75	-0.75
Edna Guerrera	Paraprofessional	10/25/2023	7.25	$45.00	$326.25	-0.75
Edna Guerrera	Paraprofessional	10/26/2023	6.75	$45.00	$303.75	-0.75
Edna Guerrera	Paraprofessional	10/27/2023	7.25	$45.00	$326.25	-0.75
Edna Guerrera	Paraprofessional	10/30/2023	7.25	$45.00	$326.25	-0.75
Edna Guerrera	Paraprofessional	10/31/2023	6.75	$45.00	$303.75	-0.75
Heather Hilaman	Paraprofessional	10/2/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/3/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/4/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/5/2023	6.00	$45.00	$270.00	

Heather Hilaman	Paraprofessional	10/6/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/9/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/10/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/11/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/12/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/13/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/16/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/17/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/18/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/19/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/20/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/23/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/24/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/25/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/26/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/27/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/30/2023	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	10/31/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/2/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/3/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/4/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/5/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/6/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/9/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/10/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/11/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/12/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/13/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/16/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/17/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/18/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/19/2023	6.00	$45.00	$270.00	

Lauren Fleischmann	Paraprofessional	10/20/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/23/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/24/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/25/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/26/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/27/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/30/2023	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	10/31/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/2/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/3/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/4/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/5/2023	6.50	$45.00	$292.50	
Raquel Salazar	Paraprofessional	10/6/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/9/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/10/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/11/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/12/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/13/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/16/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/17/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/18/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/19/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/20/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/23/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/24/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/25/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/26/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/27/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/30/2023	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	10/31/2023	6.00	$45.00	$270.00	
Lorie Nieva	Paraprofessional	10/2/2023	0.00	$45.00	$0.00	

Lorie Nieva	Paraprofessional	10/3/2023	0.00	$45.00	$0.00	
Lorie Nieva	Paraprofessional	10/4/2023	0.00	$45.00	$0.00	
Lorie Nieva	Paraprofessional	10/5/2023	0.00	$45.00	$0.00	
Lorie Nieva	Paraprofessional	10/6/2023	0.00	$45.00	$0.00	
Lorie Nieva	Paraprofessional	10/9/2023	0.00	$45.00	$0.00	
Lorie Nieva	Paraprofessional	10/10/2023	0.00	$45.00	$0.00	
Lorie Nieva	Paraprofessional	10/11/2023	0.00	$45.00	$0.00	
Lorie Nieva	Paraprofessional	10/12/2023	0.00	$45.00	$0.00	
Lorie Nieva	Paraprofessional	10/13/2023	0.00	$45.00	$0.00	
Lorie Nieva	Paraprofessional	10/16/2023	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	10/17/2023	7.83	$45.00	$352.35	
Lorie Nieva	Paraprofessional	10/18/2023	7.83	$45.00	$352.35	
Lorie Nieva	Paraprofessional	10/19/2023	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	10/20/2023	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	10/23/2023	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	10/24/2023	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	10/25/2023	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	10/26/2023	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	10/27/2023	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	10/30/2023	7.50	$45.00	$337.50	
Lorie Nieva	Paraprofessional	10/31/2023	7.75	$45.00	$348.75	
Patricia Cruz	Paraprofessional	10/2/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/3/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/4/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/5/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/6/2023	6.00	$45.00	$270.00	
Patricia Cruz	Paraprofessional	10/9/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/10/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/11/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/12/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/13/2023	6.00	$45.00	$270.00	
Patricia Cruz	Paraprofessional	10/16/2023	7.00	$45.00	$315.00	

Patricia Cruz	Paraprofessional	10/17/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/18/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/19/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/20/2023	6.00	$45.00	$270.00	
Patricia Cruz	Paraprofessional	10/23/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/24/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/25/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/26/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/27/2023	6.00	$45.00	$270.00	
Patricia Cruz	Paraprofessional	10/30/2023	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	10/31/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/2/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/3/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/4/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/5/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/6/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/9/2023	7.25	$45.00	$326.25	
Leticia Filer	Paraprofessional	10/10/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/11/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/12/2023	6.33	$45.00	$284.85	
Leticia Filer	Paraprofessional	10/13/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/16/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/17/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/18/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/19/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/20/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/23/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/24/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/25/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/26/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/27/2023	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	10/30/2023	7.00	$45.00	$315.00	

Leticia Filer	Paraprofessional	10/31/2023	7.00	$45.00	$315.00	
Jessica Johnson	Paraprofessional	10/2/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/3/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/4/2023	7.00	$45.00	$315.00	
Jessica Johnson	Paraprofessional	10/5/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/6/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/9/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/10/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/11/2023	7.00	$45.00	$315.00	
Jessica Johnson	Paraprofessional	10/12/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/13/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/16/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/17/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/18/2023	7.00	$45.00	$315.00	
Jessica Johnson	Paraprofessional	10/19/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/20/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/23/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/24/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/25/2023	7.00	$45.00	$315.00	
Jessica Johnson	Paraprofessional	10/26/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/27/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/30/2023	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	10/31/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/2/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/3/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/4/2023	7.00	$45.00	$315.00	
Amy Ziello	Paraprofessional	10/5/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/6/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/9/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/10/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/11/2023	7.00	$45.00	$315.00	

Amy Ziello	Paraprofessional	10/12/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/13/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/16/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/17/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/18/2023	7.00	$45.00	$315.00	
Amy Ziello	Paraprofessional	10/19/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/20/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/23/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/24/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/25/2023	7.00	$45.00	$315.00	
Amy Ziello	Paraprofessional	10/26/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/27/2023	7.00	$45.00	$315.00	
Amy Ziello	Paraprofessional	10/30/2023	6.00	$45.00	$270.00	
Amy Ziello	Paraprofessional	10/31/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/2/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/3/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/4/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/5/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/6/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/9/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/10/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/11/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/12/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/13/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/16/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/17/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/18/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/19/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/20/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/23/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/24/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/25/2023	6.00	$45.00	$270.00	

Evelyn Wimby	Paraprofessional	10/26/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/27/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/30/2023	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	10/31/2023	6.00	$45.00	$270.00	
			2044.67			
TOTALS			**1926.07**		**$ 86,673.15**	

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Invoice

Date	Invoice #
10/31/2023	162233

Bill To
California Online Public Schools So Cal LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
		Services provided in October 2023		
	32	Counseling services provided by Ana Rosario	107.00	3,424.00
	10.25	Counseling services provided by Takia Fischer	107.00	1,096.75
	3.5	Psych services provided by Joyce Carrillo	107.00	374.50
	4.25	BCBA services provided by Karly Tipton	125.00	531.25
	32	BCBA services proided by Sheri Kennedy	125.00	4,000.00
	2.5	PT services provided by Daryl Murdock	108.00	270.00
	8.25	PT services provided by Michelle Perry	108.00	891.00
	0.5	OT services provided by Connie Choi	107.00	53.50
	6	OT services provided by Jocelyn Del Rosario	107.00	642.00
	12.92	OT services provided by Dyanne Van Peter	107.00	1,382.44
	13.67	OT services provided by Alexis Wilson	107.00	1,462.69
	14.5	ST services provided by Catherine Bogues	107.00	1,551.50
	1.5	ST services provided by Jennifer Ai	107.00	160.50
	58.67	ST services provided by Nichole Dziama	107.00	6,277.69
	17.92	ST services provided by Nohemi Mofatt	107.00	1,917.44
	3.42	ST services provided by Laura Kovalenko	107.00	365.94
	1.5	ST services provided by Missy Vail	107.00	160.50
			Total	

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Date	Invoice #
10/31/2023	162233

Bill To
California Online Public Schools So Cal LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
	4.5	ST services provided by Kylie Buatsi	107.00	481.50
	2	ST eval provided by Kylie Buatsi	600.00	1,200.00
			Total	$26,243.20

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/04/2023	Ana Rosario Uren	Connections Academy- SoCal	Aenghus Decker-Knealing	Counseling	12:00 PM	12:45 PM	0.75	Regular	Aenghus presented with cheerful moods, with congruent affect. He joined session on time and ready for discussion. Engaged in discussion about motivation and steps to seek change. Aenghus was actively engaged throughout the session. He shared his knowledge of motivation and desire to improve his mood.
10/11/2023	Ana Rosario Uren	Connections Academy- SoCal	Aenghus Decker-Knealing	Counseling	12:00 PM	12:45 PM	0.75	Regular	Aenghus presented with cheerful and content moods, with congruent affect. He joined session 20 minutes late; nonetheless, he was ready for discussion. Continued discussion about motivation and steps to seek change. Aenghus was actively engaged throughout the session. He shared his knowledge on motivation and desire to make changes to his living and study environment.
10/18/2023	Ana Rosario Uren	Connections Academy- SoCal	Aenghus Decker-Knealing	Counseling	12:00 PM	12:45 PM	0.75	Regular	Aenghus presented with cheerful and content moods, with congruent affect. He joined session on time and ready for discussion. Briefly concluded the discussion about motivation and steps to seek change. Introduced SMART Goals strategies to help Aenghus organize and plan activities and growth areas. Aenghus was actively engaged throughout the session.
10/25/2023	Ana Rosario Uren	Connections Academy- SoCal	Aenghus Decker-Knealing	Counseling	12:00 PM	12:45 PM	0.75	Regular	Aenghus joined session on time and ready for discussion. He presented with cheerful and content moods, with congruent affect. Continued working strategies/plans for Aenghus to engage in self-care/coping activities using "vision boards." He has responded very well to interventions that include art and creativity (e.g., using pictures to visualizes his thoughts and goals). During this session we created two vision boards for coping activities including gardening and baking, given that Aenghus expressed enjoying those activities with his family. We will continue exploring other areas of interest and create "action plans" for Aenghus."
							3.00		
10/18/2023	Ana Rosario Uren	Connections Academy- SoCal	Agustin Perez	Counseling	09:00 AM	09:30 AM	0.50	Regular	Agustin joined the session approximately 17-minutes late. He presented with content moods, with congruent affect. Agustin checked in feeling "good and doing well with school assignments." Continued working on rapport building. Agustin appeared more comfortable sharing his thoughts and preferences during session.
10/25/2023	Ana Rosario Uren	Connections Academy- SoCal	Agustin Perez	Counseling	09:00 AM	09:30 AM	0.50	Late Cancel	Late cancel. Reached out to parent to inquire about student attendance. She reported having a doctor's appointment.
							1.00		
10/04/2023	Ana Rosario Uren	Connections Academy- SoCal	Alexander Oropeza	Counseling	02:00 PM	02:20 PM	0.33	Regular	Camera off throughout the session. Alex sounded content. He checked-in feeling "good and doing well at school." Continued conversation on physiological aspects of anxiety. Alex actively engaged in the discussion and was able identify how anxiety feels/shows up in his body. We will work on CBT skills to help increase awareness on thoughts and impact on emotion regulation.
10/11/2023	Ana Rosario Uren	Connections Academy- SoCal	Alexander Oropeza	Counseling	02:00 PM	02:20 PM	0.33	Regular	Camera off throughout the session. Alex sounded content. He checked-in feeling "good." He joined session 9 minutes late. Introduced conversation on CBT Cognitive Triangle to increase awareness of thoughts impact on behavior and feelings. Alex was actively engaged in discussion. He shared his challenges with understanding people's thoughts and intentions.
10/18/2023	Ana Rosario Uren	Connections Academy- SoCal	Alexander Oropeza	Counseling	02:00 PM	02:20 PM	0.33	Regular	Camera off throughout the session. He joined session 11 minutes late. Alex sounded content. He checked-in feeling "good and doing well at school." Alex actively engaged in discussion. Introduced conversation on CBT Cognitive Distortions to continue increasing awareness of thoughts impact on behavior and feelings.
10/25/2023	Ana Rosario Uren	Connections Academy- SoCal	Alexander Oropeza	Counseling	02:00 PM	02:20 PM	0.33	Regular	Camera was off throughout the session. Alex joined session 7minutes late. Nonetheless, he was ready for discussion. Alex sounded content and checked-in feeling "good and doing well at school." Continued learning about on CBT Cognitive Distortions to increasing awareness of thoughts impact on behavior and feelings. Alex was responsive to interventions and engaged in discussion and self-reflection. He reported struggling with over-generalization and personalization of thoughts, which often impact his mood. We will continue working on CBT skills during our next session.
							1.33		
10/03/2023	Ana Rosario Uren	Connections Academy- SoCal	Alexicona Howard	Counseling	09:00 AM	09:30 AM	0.50	Regular	Alexicona joined the session 10 minutes late and ready for discussion. Camera was off throughout the session. She sounded content and calm. She checked in feeling "good" and reported doing well with the school assignments. Discussed recent challenges with friendships, family dynamics/supports, and recent changes in mood.
10/10/2023	Ana Rosario Uren	Connections Academy- SoCal	Alexicona Howard	Counseling	09:00 AM	09:30 AM	0.50	Regular	Joined session 20 minutes late. Alexicona checked-in feeling "good and doing well at school." Introduced the CBT Cognitive Triangle to explore how thoughts may impact feelings and behaviors. Alexicona actively engaged in the discussion and shared her challenges with understanding people's expectations of her. We will learn about unhelpful thinking styles during our next meeting.
10/17/2023	Ana Rosario Uren	Connections Academy- SoCal	Alexicona Howard	Counseling	09:00 AM	09:30 AM	0.50	Regular	Joined session 10 minutes late. Alexicona checked-in feeling "good and doing well at school." Introduced the CBT Cognitive Distortions to continue exploring how thoughts may impact feelings and behaviors. Alexicona actively engaged in the discussion.
10/24/2023	Ana Rosario Uren	Connections Academy- SoCal	Alexicona Howard	Counseling	09:00 AM	09:30 AM	0.50	Regular	Alexicona joined session one time. Camera was off throughout the session. She checked-in feeling "good and doing well at school." Continued working on the CBT Cognitive Distortions to explore how thoughts may impact feelings and behaviors. Alexicona actively engaged in the discussion. She was able to identifies examples overgeneralization of thoughts and how tends to increase her anxiety and thoughts of inadequacy and feeling rejected by others.
10/31/2023	Ana Rosario Uren	Connections Academy- SoCal	Alexicona Howard	Counseling	09:00 AM	09:30 AM	0.50	Regular	Alexicona joined session on time. Camera was off throughout the session. She checked-in feeling "good and doing well at school." Continued discussing Alexicona's expressed tendencies to "overgeneralize her thoughts." Discussed her challenges building/maintaining friendships due to the oversharing of information, which creates discontent/disagreements with peers and family members. We will continue discussing these challenges during our next session.
							2.50		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/17/2023	Ana Rosario Uren	Connections Academy- SoCal	Chloe Proenca-Hagerman	Counseling	03:00 PM	03:30 PM	0.50	Regular	First session with Chloe. She joined the session on time and was ready for discussion. Chloe presented with content and cheerful moods, with congruent affect. She checked in feeling "good and doing well at school." Discussed limits of confidentiality, counseling expectations, and goals for the year. Work on rapport building.
10/25/2023	Ana Rosario Uren	Connections Academy- SoCal	Chloe Proenca-Hagerman	Counseling	03:00 PM	03:30 PM	0.50	Regular	Camera off throughout the session. Chloe joined session on time and ready for discussion. She sounded content. She checked in feeling "good and doing well at school." Continued working on rapport building and identifying areas for growth during counseling. Chloe expressed her challenges with procrastination and staying motivated. Chloe also shared about her art skills and how it helps her cope with stress. We will continue exploring other activities for Chloe to increase her coping strategies.
10/31/2023	Ana Rosario Uren	Connections Academy- SoCal	Chloe Proenca-Hagerman	Counseling	03:00 PM	03:30 PM	0.50	Regular	Chloe joined session on time and ready for discussion. She checked in feeling "good and doing well at school." Chloe presented with content moods, with congruent affect. This provider created space for Chloe to express her feelings and thoughts. Checked in about family, personal, and academic changes and progress. Chloe continues to benefit from normalization, time to build trust, and safe space to share about aspects of her life.
							1.50		
10/16/2023	Ana Rosario Uren	Connections Academy- SoCal	Cole Ridgley	IEP Attendance	10:00 AM	11:05 AM	1.08	IEP Attendance	30-Day IEP Attendance
10/23/2023	Ana Rosario Uren	Connections Academy- SoCal	Cole Ridgley	IEP Attendance	10:00 AM	11:00 AM	1.00	IEP Attendance	30-Day IEP Attendance Part 2
10/16/2023	Ana Rosario Uren	Connections Academy- SoCal	Cole Ridgley	IEP Prep	09:30 AM	10:00 AM	0.50	IEP Prep	Prepping for 30-Day IEP attendance
10/23/2023	Ana Rosario Uren	Connections Academy- SoCal	Cole Ridgley	IEP Prep	09:00 AM	10:00 AM	1.00	IEP Prep	Reviewing neuropsychological report and writing/updating IEP goals in preparation for IEP meeting part 2
							3.58		
10/06/2023	Ana Rosario Uren	Connections Academy- SoCal	Isaiah Herr	Counseling	03:00 PM	03:10 PM	0.17	Regular	First session with Isaiah. He joined session on time. Parent joined and remained in the session to support Isaiah through rapport building process. Worked on brief introductions. Isaiah benefited from being asked questions when sharing about his personal preferences and interests. Rapport was partially built. We will continue working on acclimation to this examiner during our next session.
10/13/2023	Ana Rosario Uren	Connections Academy- SoCal	Isaiah Herr	Counseling	03:00 PM	03:10 PM	0.17	Regular	Isaiah joined session on time. Parent joined and remained in the session to support Isaiah through rapport building process. Continued working on rapport building. However, Isaiah sounded anxious and expressed not wanting to meet with this provider. He was praised and validated for expressing his needs and wants.
							0.34		
10/11/2023	Ana Rosario Uren	Connections Academy- SoCal	Jake Heffernan	Counseling	11:00 AM	11:30 AM	0.50	No Show	No show after 15-minute wait time. Texted student and parent to inquire about student attending his session. No response from student nor parent.
10/25/2023	Ana Rosario Uren	Connections Academy- SoCal	Jake Heffernan	Counseling	11:00 AM	11:30 AM	0.50	No Show	No show after 15-minute wait time. Reached out to parent to inquire about student attending his session. No response from parent.
10/03/2023	Ana Rosario Uren	Connections Academy- SoCal	Jake Heffernan	IEP Attendance	03:00 PM	03:30 PM	0.50	IEP Attendance	30-Day IEP Attendance
							1.50		
10/06/2023	Ana Rosario Uren	Connections Academy- SoCal	Masterson Young	Counseling	02:00 PM	02:30 PM	0.50	Regular	Masterson joined session 10 minutes late. Camera was off throughout the session. He checked in feeling "good and doing well at school." Talked about Masterson's improvement in his sleep, health, mood, and academic performance. He shared about his efforts and interests in continuing to improve.
10/13/2023	Ana Rosario Uren	Connections Academy- SoCal	Masterson Young	Counseling	02:00 PM	02:30 PM	0.50	Regular	Masterson joined session on time and ready for discussion. Camera was off throughout the session. He checked in feeling "good and doing well at school." Introduced conversation on motivation and change. Masterson was actively engaged in discussion. He shared about his efforts and interests in continuing to improve.
10/20/2023	Ana Rosario Uren	Connections Academy- SoCal	Masterson Young	Counseling	02:00 PM	02:30 PM	0.50	No Show	No show after 15-minute wait time. Reached to parent.
10/27/2023	Ana Rosario Uren	Connections Academy- SoCal	Masterson Young	Counseling	02:00 PM	02:30 PM	0.50	Regular	Masterson joined session on time and ready for discussion. Camera was off for most of the session. He checked in feeling "good and trying his best to stay on track with school assignments." He reported feeling more confident, given his increased consistency in his performance and efforts. We will continue working on increasing motivation and change.
							2.00		
10/06/2023	Ana Rosario Uren	Connections Academy- SoCal	Nikai Young	Counseling	02:30 PM	03:00 PM	0.50	Regular	Nika joined session 15 minutes late. Camera was off throughout the session. He sounded upset and checked in feeling "angry." This was the first session of this school year with Nikai. Briefly checked-in about summer. Rediscussed confidentiality and worked on identifying areas of growth for Nikai to increase collaboration and motivation.
10/13/2023	Ana Rosario Uren	Connections Academy- SoCal	Nikai Young	Counseling	02:30 PM	03:00 PM	0.50	Regular	Nikai joined session on time and ready for discussion. He presented with content and cheerful moods with congruent affect. He checked in feeling "good and being mostly caught up with school assignments." Continued working on rapport building. Nikai shared more about his summer adventures. We will work on motivation and seeking change during our next session
10/20/2023	Ana Rosario Uren	Connections Academy- SoCal	Nikai Young	Counseling	02:30 PM	03:00 PM	0.50	No Show	No show after 15-minute wait time. Reached to student and family. No response.
10/27/2023	Ana Rosario Uren	Connections Academy- SoCal	Nikai Young	Counseling	02:30 PM	03:00 PM	0.50	Regular	Nikai joined session on time and ready for discussion. He presented with content and cheerful moods with congruent affect. He checked in feeling "good and doing well at school." Worked on identifying areas of growth and personal interests. Nikai openly shared his experiences at his previous school and his initial challenges transitioning to online school. He shared that he has improved and feels more confident, which has also increased positive moods. We will continue working on discussing past experiences to allow self-reflection and increase awareness of emotions, behaviors, and relationships with others.
							2.00		

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California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/03/2023	Ana Rosario Uren	Connections Academy- SoCal	Rylee Wintland	Counseling	12:30 PM	01:00 PM	0.50	Regular	Rylee joined the session on time and ready for discussion. She presented with content and calm moods, with congruent affect. She checked in feeling "good" and reported doing well with the school assignments. Discussed recent challenges with low motivation, family dynamics/supports, and recent changes in mood.
10/10/2023	Ana Rosario Uren	Connections Academy- SoCal	Rylee Wintland	Counseling	12:30 PM	01:00 PM	0.50	Regular	Rylee presented with content moods, with congruent affect. She joined session on time and ready for discussion. Engaged in discussion about motivation and steps to seek change. Rylee was actively engaged throughout the session. She shared her knowledge on motivation and challenges implement change in her life.
10/17/2023	Ana Rosario Uren	Connections Academy- SoCal	Rylee Wintland	Counseling	12:30 PM	01:00 PM	0.50	Regular	Rylee presented with content moods, with congruent affect. She joined session on time and ready for discussion. She checked in feeling "good and doing well with her school assignments." Engaged in discussion about Rylee's interests and short- and long-term plans. We will continue working on finding motivational activities and interests for Rylee.
10/24/2023	Ana Rosario Uren	Connections Academy- SoCal	Rylee Wintland	Counseling	12:30 PM	01:00 PM	0.50	Regular	Rylee presented with content moods, with congruent affect. She joined session on time and ready for discussion. She checked in feeling "good and doing well with her school assignments." We walked through her completed assignments/progress on Connexus. Engaged in discussion about Rylee's interests including art and spending quality time with her mother on the weekends. She thrives when conversations include topics, she has knowledge on. We will continue working on finding motivational activities and interests for Rylee.
								2.50	
10/27/2023	Ana Rosario Uren	Connections Academy- SoCal	Samar'e Williford	IEP Attendance	12:00 PM	12:45 PM	0.75	IEP Attendance	IEP Attendance
10/26/2023	Ana Rosario Uren	Connections Academy- SoCal	Samar'e Williford	IEP Prep	04:00 PM	04:30 PM	0.50	IEP Prep	IEP Prep (reviewing school records)
								1.25	
10/13/2023	Ana Rosario Uren	Connections Academy- SoCal	Samuel Bayona	Counseling	10:30 AM	11:00 AM	0.50	Regular	Samuel joined the session on time and ready for discussion. He presented with content and cheerful moods, with congruent affect. Samuel requested for parent to remain in the session. Introduced CBT Cognitive Triangle to increase awareness of how thoughts impact behaviors and feelings. Samuel was engaged throughout the session. He benefited from gentle redirection to provide responses aligned with the topic at hand.
10/27/2023	Ana Rosario Uren	Connections Academy- SoCal	Samuel Bayona	Counseling	11:00 AM	11:30 AM	0.50	Regular	Samuel joined the session 8 minutes late and asked for a bathroom break, starting session 12 minutes late. Nonetheless, he was ready for discussion. He presented with content and cheerful moods, with congruent affect. Introduced CBT Cognitive Distortions to increase awareness of how thoughts impact behaviors and feelings. Samuel was able to identify unhelpful thinking patterns he engages in ("Labeling" himself in negative ways), which often increase negative emotions/feelings and low self-esteem. We will continue discussing CBT Cognitive Distortions during next lesson.
								1.00	
10/24/2023	Ana Rosario Uren	Connections Academy- SoCal	Santiago Padilla	Counseling	10:00 AM	11:00 AM	1.00	IEP Attendance	Attended annual IEP meeting
10/23/2023	Ana Rosario Uren	Connections Academy- SoCal	Santiago Padilla	IEP Prep	05:00 PM	05:45 PM	0.75	IEP Prep	Reviewing psych report and writing goals in preparation for student's IEP
								1.75	
10/06/2023	Ana Rosario Uren	Connections Academy- SoCal	Seven Isaacs	Counseling	12:30 PM	01:00 PM	0.50	Late Cancel	Late cancel. Parent reported student was having a difficult day.
10/13/2023	Ana Rosario Uren	Connections Academy- SoCal	Seven Isaacs	Counseling	12:30 PM	01:00 PM	0.50	Late Cancel	Late cancel. Parent reported student was with the babysitter who did not know how to help student log on for his session
10/20/2023	Ana Rosario Uren	Connections Academy- SoCal	Seven Isaacs	Counseling	12:30 PM	01:00 PM	0.50	Regular	This was Seven's first session with this examiner. He joined session on time and was ready for discussion. Seven presented with calm and content moods, with congruent affect. He checked in feeling "good and doing well at school." Discussed limits of confidentiality, expectations for counseling, and goals for the year. Rapport was built and maintained. Seven openly shared his personal interests and experience. We will continue working on rapport building and identifying areas of growth during our next meeting.
10/09/2023	Ana Rosario Uren	Connections Academy- SoCal	Seven Isaacs	IEP Attendance	01:00 PM	02:45 PM	1.75	IEP Attendance	IEP Attendance - Re-evaluation
								3.25	
10/04/2023	Ana Rosario Uren	Connections Academy- SoCal	Sincere Miller	Counseling	11:30 AM	12:00 PM	0.50	Late Cancel	Late cancel at 11:42 am due to family emergency.
10/11/2023	Ana Rosario Uren	Connections Academy- SoCal	Sincere Miller	Counseling	11:30 AM	12:00 PM	0.50	No Show	No show after 15-minute wait time. Reached out to parent to inquire about student attending session. No response from parent. Reached out to CM and provided attendance update via Pearson Classroom.
10/18/2023	Ana Rosario Uren	Connections Academy- SoCal	Sincere Miller	Counseling	11:30 AM	12:00 PM	0.50	Regular	Sincere joined session on time and ready for discussion. Camera was off throughout the session. He checked in feeling "okay and trying to catch up with school assignments." Sincere shared his challenges with math and his desire to increase socialization with peers. We will work on increasing flexible thinking during our next session.
10/25/2023	Ana Rosario Uren	Connections Academy- SoCal	Sincere Miller	Counseling	11:30 AM	12:00 PM	0.50	Regular	Sincere joined session on time and ready for discussion. Camera was off most of the session; he quickly came on camera and turned it off right after. He checked in feeling "okay and trying his best to continue catching up with school assignments." Introduced the CBT triangle and cognitive distortions to increase understanding of how thoughts impact our actions and feelings/emotions. Sincere was responsive to interventions. He was engaged in discussion and self-reflection. Will continue working on cognitive distortion during our next session.
								2.00	
10/06/2023	Ana Rosario Uren	Connections Academy- SoCal	Zen Cooper	Counseling	09:30 AM	10:00 AM	0.50	Late Cancel	Late cancel. Parent reached out and expressed Zen was unavailable due to overlap with class. Future sessions were changed to 12:00 pm to accommodate Zen's schedule.

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/13/2023	Ana Rosario Uren	Connections Academy- SoCal	Zen Cooper	Counseling	12:00 PM	12:30 PM	0.50	Regular	Zen joined session 5 minutes late and ready for discussion. He presented with content moods, with congruent affect. Continued working on social skills, impulse control, and sportsmanship by practicing turn taking
10/20/2023	Ana Rosario Uren	Connections Academy- SoCal	Zen Cooper	Counseling	12:00 PM	12:30 PM	0.50	Regular	Zen joined session on time and ready for discussion. He presented with content moods, with congruent affect. Zen checked in feeling "good and doing well at school." Continued working on building social skills, impulse control, and sportsmanship by practicing turn taking. Zen is responding well to interventions. With supports and reassurance, he was able to attempt a different activity with minimal resistance to transition.
10/27/2023	Ana Rosario Uren	Connections Academy- SoCal	Zen Cooper	Counseling	11:30 AM	12:00 PM	0.50	Regular	Zen joined session on time and ready for discussion. He presented with content and calm moods, with congruent affect. Zen checked in feeling "good and doing well at school." Continued working on building flexibility, impulse control, and sportsmanship by practicing turn taking. With supports and reassurance, he was open to trying new/unplanned activities with minimal resistance to transition.
							32.00	2.00	

California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/09/2023	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	Counseling	02:30 PM	03:00 PM	0.50	Regular	student no show; text reminder sent to parent day of session; parent confirmed
10/20/2023	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	Counseling	02:30 PM	03:00 PM	0.50	No Show	student did not show SP waited 15 minutes; contacted mom via text
10/23/2023	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	Counseling	02:30 PM	03:00 PM	0.50	No Show	Student no show. SP waited 15 minutes
10/30/2023	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	Counseling	02:30 PM	03:00 PM	0.50	Regular	Counseling
								2.00	
10/02/2023	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling	12:00 PM	12:30 PM	0.50	Regular	Initial session with student after multiple contact attempts to parent. CM added zoom link to students virtual planner.
10/09/2023	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling	12:00 PM	12:30 PM	0.50	Regular	SEL activity completed
10/20/2023	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling	12:00 PM	12:30 PM	0.50	Regular	anxiety/ stress coping SEL
10/23/2023	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling	12:00 PM	12:30 PM	0.50	No Show	First no show for student since session added to her calendar.
10/30/2023	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling	12:00 PM	12:30 PM	0.50	Regular	Counseling
10/05/2023	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	IEP Attendance	01:00 PM	02:00 PM	1.00	No Show	parent no show for 2nd attempt; IEP team agreed to one more attempt following this date
10/04/2023	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	IEP Prep	02:30 PM	03:00 PM	0.50	IEP Prep	SEIS goals
								4.00	
10/05/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling	12:00 PM	12:45 PM	0.75	Regular	Emotion ID/ perspective taking activity completed
10/12/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling	12:00 PM	12:45 PM	0.75	Regular	SEL perspective taking activity completed
10/19/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling	09:00 AM	09:15 AM	0.25	Regular	Counseling consultation
10/23/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling	08:00 AM	08:15 AM	0.25	Regular	Counseling consultation
10/26/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling	12:00 PM	12:30 PM	0.50	Regular	Counseling
10/25/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling and Guidance	03:30 PM	03:45 PM	0.25	Regular	counseling consultation with teacher as part of IEP service
10/06/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	IEP Attendance	10:00 AM	11:00 AM	1.00	IEP Attendance	30 day IEP
10/06/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	IEP Prep	08:00 AM	08:30 AM	0.50	IEP Prep	updated goals for 30 day IEP
							10.25	4.25	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/02/2023	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	01:30 PM	02:00 PM	0.50	Regular	counseling
10/06/2023	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	03:30 PM	04:00 PM	0.50	Regular	counseling
10/16/2023	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	03:30 PM	04:00 PM	0.50	Regular	Counseling
								1.50	
10/02/2023	Joyce Carrillo	Connections Academy- SoCal	Andrew Konshak	IEP Attendance	08:30 AM	09:30 AM	1.00	Regular	Annual
10/02/2023	Joyce Carrillo	Connections Academy- SoCal	Andrew Konshak	IEP Prep	08:00 AM	08:30 AM	0.50	IEP Prep	PLOPs
								1.50	
10/18/2023	Joyce Carrillo	Connections Academy- SoCal	Lucian McColl	Counseling	10:00 AM	10:30 AM	0.50	Regular	counseling
								0.50	
							3.50		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/05/2023	Karly Tipton	Connections Academy- SoCal	Jaeden Srey	BII- BCBA	10:00 AM	11:00 AM	1.00	Regular	Consult meeting
10/12/2023	Karly Tipton	Connections Academy- SoCal	Jaeden Srey	BII- BCBA	09:30 AM	10:00 AM	0.50	Regular	Behavior Session
10/19/2023	Karly Tipton	Connections Academy- SoCal	Jaeden Srey	BII- BCBA	09:30 AM	10:00 AM	0.50	Regular	Direct session
10/25/2023	Karly Tipton	Connections Academy- SoCal	Jaeden Srey	BII- BCBA	09:30 AM	10:00 AM	0.50	Regular	Individual behavior session
10/05/2023	Karly Tipton	Connections Academy- SoCal	Jaeden Srey	IEP Attendance	12:00 PM	01:00 PM	1.00	IEP Attendance	IEP Meeting
10/02/2023	Karly Tipton	Connections Academy- SoCal	Jaeden Srey	IEP Prep	11:00 AM	11:45 AM	0.75	IEP Prep	IEP Prep: create potential new goals for IEP, baseline data
								4.25	
							4.25		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/02/2023	Sheri Kennedy	Connections Academy- SoCal	Aenghus Decker-Kneading	BII- BCBA	02:00 PM	02:45 PM	0.75	Regular	Student joined the session and did check in with the BIS. Student asked for help immediately with his lessons. Student worked on multiplication. BIS introduced student to the multiplication chart. Student learned how to use it and found it helpful. Student completed 3 math lessons and asked BIS to send a copy to his mom. Student required frequent prompts to stop and slow down on his work, student followed through given 2-3 prompts. Student earned free time of tic tac toe at the end of the session.
								0.75	
10/03/2023	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	Provider sent a reminder to the parent via email. Provider waited 15 minutes. Parent did not respond and student did not show. Provider sent a follow up email to the case manager letting her know the student has had 2 consecutive no shows and asked the CM to add the BIS zoom link to the students planner.
10/10/2023	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	11:00 AM	1.00	Regular	Student arrived and asked for help in LA. Parent assisted student in setting up his computer. Parent and BIS collaborated regarding the unit test, sharing sound and assisting student. Student escalated when he saw the number of questions and started to refuse to start. BIS redirected student to use coping strategies, take deep breaths and relax. BIS reassured student. Student de escalated and started his unit test. Student followed along during reading passages and questions. Student put his head down, but continued to listen. Student completed the test given support from the parent at the end of the session. BIS praised student for working so hard and staying on task during a difficult test.
10/16/2023	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	12:00 PM	01:00 PM	1.00	IEP Prep	BIS developed present levels of performance, developed progress towards behavior goals in SEIS. BIS collaborated with CM on students goals and new proposed goals.
10/17/2023	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	Provider sent parent a reminder via email. Provider waited 15 minutes. Parent did not respond and student did not show.
10/24/2023	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	Provider sent parent a reminder via email. Provider waited 15 minutes. Parent did not respond and student did not show. BIS will follow up with CM.
10/24/2023	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	12:30 PM	01:30 PM	1.00	IEP Attendance	BIS attended and participated in students annual review. BIS reviewed present levels, went over behavior support and strategies and new proposed goals. Team discussed services.
10/31/2023	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	Provider sent parent a reminder via email. Provider waited 15 minutes. Parent did not respond and student did not show. BIS will follow up with the case manager.
								7.00	
10/02/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	09:15 AM	10:00 AM	0.75	Regular	Student arrived and did daily check in with BIS. Student initiated assistance and asked the BIS to help him with his lessons. BIS and parent collaborated about accessing students account in Connexus and assisting the student. BIS shared the screen and sound. BIS paused the video and asked student questions to check for understanding. Student was able to respond with 75% accuracy. BIS redirected student given prompting to answer correctly. Student followed through. Student stayed on task and attended given 3-4 prompts. Student used his words to communicate his needs given no more than 1 prompt.
10/04/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	Student had difficulties joining the BIS session due to changes to his schedule and adjustment to the zoom link. BIS shared link with parent via email and gave passcode. Student joined and asked for help with his math. Student required moderate prompting and redirection to stay focused and attend the lesson. BIS ask questions to check understanding, student required maximum support and adaptations to answer the questions correctly. BIS reviewed the changes to the quiz with the parent at the end of the session.
10/09/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	09:15 AM	10:00 AM	0.75	Regular	Student arrived on time and asked for help with his LA. BIS accessed students account and helped him navigate the unit test. Student required moderate to maximum support to respond to the questions accurately and follow along. BIS prompted student to take a break after 35 minutes of testing. BIS asked student to draw a picture of how he is feeling. Student drew a sad face. BIS and student discussed why he is feeling sad. Student discussed feeling sad because of school and not having a long weekend. BIS and student discussed why sometimes there are holidays and sometimes there are not. BIS and student talked about upcoming holidays. Student understood and felt better.
10/11/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	Student joined a little late due to the confusion of changing programs. Student joined, checked in with the BIS and reviewed his emotions chart. Student asked for help with his math. BIS reviewed the lesson with the student using visual support on the whiteboard to help him understand how to use a number line counting tens. Student completed the lesson given frequent prompts to attend and respond accurately. Student earned free time at the end of the session.
10/16/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	09:15 AM	10:00 AM	0.75	Regular	Student joined, reviewed his emotions chart, shared his emotional state, his weekend and what he wants to work on. Student stay focused and responded to questions asked by the BIS. Student responded given 1-2 prompts. Student completed both lessons and assessments given prompting by the BIS. Student took a movement break and asked for a bathroom break.
10/16/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	10:00 AM	10:30 AM	0.50	Regular	Student joined and participated in the session given prompting by the teacher. Student did not participate using the chat option, but would respond when called on. BIS followed up with case manager after the session to discuss practicing using the chat option during the next session.
10/18/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	12:00 PM	01:00 PM	1.00	Late Cancel	Parent had to cancel due to internet issues.
10/23/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	Student joined, greeted BIS and reviewed his emotions chart. Student asked for help with his social studies and LA. BIS collaborated with parent and practiced with student on how to use the chat box. Student practiced given support from parent and BIS. Student attended to the lessons given moderate support. BIS asked questions throughout the lesson to check for understanding. Student required 4-5 prompts to stay on task and respond to the questions accurately. Student completed one assessment and will complete the writing assignment with the LC.

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/25/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomez	BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	Student joined, checked in with BIS using his emotions chart and asked for help with his lessons. Student followed along and answered questions during the reading when BIS checked for understanding. Student required the questions to be asked up to two times and prompting to respond accurately in 4 out of 8 times. Student asked to take a quick break and returned to finish his language arts. Student earned free time at the end.
10/30/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomez	BII- BCBA	09:00 AM	09:15 AM	0.25	Regular	BIS met with the student for only 15 minutes due to services written per month. BIS explained the authorized amount of time even though there are 5 weeks in a month. Student asked for help with social studies. BIS read the information out loud, and student responded to the questions on the quick check. Student responded accurately and received 3/3 correct.
								8.00	
10/06/2023	Sheri Kennedy	Connections Academy- SoCal	Nikai Young	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	Student arrived and was having difficulties with his audio. BIS reached out to parent prior to session to collaborate on the action plan they set up to help student with his academics. Student figured out audio and shared his screen. BIS gave him choices. Student asked to work on LA and Science. Student followed along and asked for BIS to read out loud. Student stayed on task, drawing while listening. Student accepted help and agreed to take the assessment. Student received 3/4 in LA and 2/4 in science. BIS talked to student about taking his time and double checking his answers next time. Student agreed. Student earned free time.
10/06/2023	Sheri Kennedy	Connections Academy- SoCal	Nikai Young	BII- BCBA	08:45 AM	09:00 AM	0.25	Regular	Collaborated with parent prior to session on action plan set between parent and BIS. Parent shared areas she focused on this week and BIS shared areas she will focus on today. BIS will follow up with parent after session to give update on students progress.
10/13/2023	Sheri Kennedy	Connections Academy- SoCal	Nikai Young	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	Student had difficulties joining. BIS emailed student the link. Student joined and responded to the greeting. Student stated he completed all of his work already, refused to do any work for Monday or review. BIS talked to the student and he was able to redirect himself given support. Student agreed to complete his LA unit test and begin his math unit test. Student completed LA with 75% accuracy and completed 2 math problems given support on how to break down the problem. Student earned free time. Student began the session non compliant and accepted help from BIS. Student demonstrated on task and compliance the second half of the session.
10/20/2023	Sheri Kennedy	Connections Academy- SoCal	Nikai Young	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	Student arrived on time and checked in with BIS. Student completed work for the day, BIS prompted him to work on one lesson for the following school day. Student chose math and combining like terms. Student listened to the lesson. Student agreed to work on assessment with BIS. BIS used whiteboard to help break down the problems and student participated by adding and combining like terms given 3-4 prompts per problem. Student completed the assessment with 4/5 correct. Student earned free time at the end of the session.
10/27/2023	Sheri Kennedy	Connections Academy- SoCal	Nikai Young	BII- BCBA	08:00 AM	08:45 AM	0.75	Make-Up	BIS collaborated with parent on changing the time of the session due to previously scheduled meeting. BIS met with student for 45 minutes and followed up and collaborated with parent regarding students progress, improvement in accepting help and following directions. Student listened to BIS read social studies on the rise and fall of empires in India. Student responded to questions and followed directions when asked to slow down while taking the assessment. Student received 3/4 on social studies and 3/3 on health. Student used a positive tone in his voice and followed through when redirected.
10/27/2023	Sheri Kennedy	Connections Academy- SoCal	Nikai Young	BII- BCBA	08:45 AM	09:00 AM	0.25	Regular	BIS collaborated with parent on student progress over the last few weeks, accepting help and completing his assessments. Parent and BIS will follow up to discuss his reinforcement system in detail in the afternoon, academics student needs support with and his overall behavior.
10/27/2023	Sheri Kennedy	Connections Academy- SoCal	Nikai Young	BII- BCBA	03:35 PM	04:05 PM	0.50	Make-Up	Make Up: BIS and parent collaborated and discussed students progress during sessions, students improved attendance and participation during SAI sessions and accepting help from BIS. Parent shared concerns with students continued behaviors in staying on task, completing his work and following his lessons. Parent shared student needs constant monitoring from an adult to stay on task and not rush through his work. Parent and BIS discussed going back to the reinforcement system set up the beginning of the year. BIS will develop a simple check off list and self monitoring system for student to follow to earn money towards preferred games. BIS will send updated system to parent to review next week.
								4.75	
10/24/2023	Sheri Kennedy	Connections Academy- SoCal	Odalys Davalos Villagomez	BII- BCBA	08:00 AM	08:30 AM	0.50	No Show	Provider sent a reminder to the parent via email. Provider confirmed the session, day/time, last week via email. Provider waited 10 minutes. Parent did not respond and student did not show.
								0.50	
10/03/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	Student joined and did a check in with BIS. Student completed his daily tasks, but asked for help with LA and defining adverbs. Student took turns and initiated reading out loud. Student stayed on task throughout the session. Student required prompting to slow down and read through each question thoroughly. Student followed through. Student completed the assessment with 60% accuracy. Student earned free time.
10/06/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	Student joined and did check in with BIS. Student was hesitant to start his work. BIS prompted student to choose which task he wants to start first. Student completed 3 lessons, stayed on task and accepted prompting from BIS to stay focused and to slow down with selecting his answers. BIS prompted student 4-5 times to slow down. Student earned 3/4 and 4/4 on his quick checks.
10/10/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	Student arrived and checked in with BIS. Student asked for help with LA and Science. Student required moderate prompting to focus and understand the content in LA. BIS gave student examples, and redirected student to review the sentences provided with the correct answers. Student followed through. Student completed the assessment with 3/4 correct. Student increased his on task behavior during science, gave examples and stories relating to the content on sensory systems. Student completed assessment with 100% accuracy. Student shared jokes and stories as breaks in between the lessons.

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/13/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	Parent and BIS collaborated due to student having difficulties connecting to the zoom link. Student joined and did daily check in with BIS. Student asked for help with health. Student asked BIS to read the information out loud. BIS asked student questions throughout the reading to check understanding. Student responded on topic. Student completed the assessment given 1-2 indirect prompts and answered the questions correctly. Student and BIS reviewed human body systems portfolio. Student attended and will complete with LC.
10/17/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	03:00 PM	04:00 PM	1.00	No Show	Provider sent parent a reminder via text. Provider waited 15 minutes. Parent did not respond and student did not show.
10/20/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	Student arrived on time and reviewed his emotional state with the unexpected changes going on in his family. BIS and student discussed communication with his teachers, and how the BIS and student can continue to focus on his school work while communicating his needs. Student stayed focused on his health lesson, participated in discussions and completed his assessment given indirect prompting. Student completed with 5/5 correct. Student used the last few minutes to discuss his current situation and emotions. BIS reassured student.
10/24/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	Student arrived and shared his emotional state and his current family situation. Student redirected himself and shared an outing he is looking forward to. Student asked for help with Language Arts and social studies. Student took his time during LA and followed along. Student completed the assessment in 3/4 accurately. Student rushed through his social studies assessment and did not complete all of the reading passage. Student did not pass the assessment. BIS and student discussed the importance of taking his time and reading through all of the information. Student understood and agreed. Student asked for a break.
10/27/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	Student arrived on time and checked in with BIS. Student appeared quiet, but shared his excitement for a movie coming out today. Student asked for help with science. Student required multiple prompts to follow the lesson, take his time and not rush through his work. Student asked BIS to read the information out loud. BIS asked student questions to check his understanding. Student completed the assessment given prompting to read all answers and take his time. Student received 4/5 opportunities. Student earned free time at the end of session.
10/31/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	Student arrived on time and shared his emotional state and his highlight of seeing Five Nights of Freddy. Student required prompting and redirection to review his daily lessons. Student followed through and found out the assessments were dropped. Student agreed to begin a lesson on internet safety. Student completed the lesson and completed the assessment with 3/3 correct. Student earned free time at the end of the session.
								9.00	
10/05/2023	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	11:15 AM	11:30 AM	0.50	Make-Up	Student joined the session on time and did check in with BIS. Student asked why the session was changed and was prompted to get his glasses. Student followed through. BIS talked to student about areas he needs help. BIS discussed working on reading comprehension. Student said this week he wants to work on math, but will agree to work on LA next week. BIS talked about being flexible and taking turns. Student required moderate support to stay focused on the lesson to complete his work within the allotted time. Student followed through after given 4-5 prompts.
10/12/2023	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	Student arrived and greeted BIS. Student wanted to work on LA. BIS discussed taking the last 5 minutes to work on his emotions list. Student was hesitant but agreed. BIS praised the student for being flexible. Student required 4-5 prompts to stay task. Student followed through and understood its important to stay on task. Student added one more item on his "what makes me feel frustrated" list given support and prompting from the BIS.
10/19/2023	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	Student arrived late due to not doing well on a social studies quiz. Parent and BIS collaborated on students escalation, why he did not do well and learning from his mistakes. Student required help to log into his account. Student required moderate prompting to stay on task and follow through with the lesson and completing his emotions chart.
10/26/2023	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	Student joined, discussed why his moms computer broke and why he is using a Chromebook. Student had difficulties beginning because of the changes sharing his screen and unable to see himself or the BIS. Student required multiple prompts and discussion on it is ok not to see each other, but we can hear each other throughout the lesson. Student started his language arts lesson and started to move through the lesson too fast. BIS redirected student to go back and listen to the instructional video. BIS prompted student 2 times and he followed through. BIS talked to student about using the computer equipment appropriately since that is how his moms computer broke. Student understood and stopped. Student will complete the lesson independently since time ran out.
							32.00	2.00	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/02/2023	Daryl Murdock	Connections Academy- SoCal	Leah Morales	Physical Therapy	10:30 AM	11:00 AM	0.50	Late Cancel	Student: Leah Morales Date: 10/2/23 Scheduled virtual physical therapy session time frame: 10:30 AM - 11:00 AM S: Leah's cg, Deanna, canceled today's session this morning texting that she needed to go to urgent care. O: Unexcused absence with less than 24 hours advance notice for cancellation. P: Continue physical therapy per IEP. Daryl Murdock, PT
10/04/2023	Daryl Murdock	Connections Academy- SoCal	Leah Morales	Physical Therapy	03:30 PM	04:00 PM	0.50	Make-Up	Student: Leah Morales Date: 10/4/23 Scheduled make up physical therapy virtual session time frame: 3:30 PM - 4 PM Today's session was a make up session for the visit missed 9/20/23. S: Leah reports that she just returned from her OT in-person session. O: Jumping jacks x 41. Single leg heel raises x 20. Dynamic gait training: Heel to toe walk, toe to heel walk x 20 ft. each, toe walk x 20 ft., heel walk x 20 ft., duck walking x 40 ft., cariocas x 20 ft., and marching x 40 ft. Sit ups 22. Front planks with alternating leg lift x 12 each leg. Side planks x 10 with knees extended. Supine bridge using wiggle seat under the feet with alternating knee ext. x 10 each leg. Single leg stance(in seconds): left 30 seconds; right 30 seconds. Partial knee bends to touch chair x 15. A: Great participation today. 13 using BORG RPE scale. P: Continue physical therapy per IEP. Daryl Murdock, PT
10/11/2023	Daryl Murdock	Connections Academy- SoCal	Leah Morales	Physical Therapy	03:30 PM	04:00 PM	0.50	Regular	Student: Leah Morales Date: 10/11/23 Scheduled physical therapy virtual session time frame: 3:30 PM - 4 PM S: Leah reports that there aren't any changes since last session. O: Jumping jacks x 15. Single leg heel raises x 20. Dynamic gait training: Heel to toe walk, toe to heel walk x 20 ft. each, toe walk x 20 ft., heel walk x 20 ft., duck walking x 40 ft., cariocas x 20 ft., and marching x 40 ft. Sit ups 25. Front planks with alternating leg lift x 12 each leg. Side planks x 12 with knees extended. Supine bridge using wiggle seat under the feet with alternating knee ext. x 12 each leg. Single leg stance(in seconds): left 30 seconds; right 30 seconds. Quadruped with alternating leg and arm lifts x 8 of 10 each with a broomstick balancing at her low back. Partial knee bends to touch chair x 15. Partial lunge x 5 each side. A: Great participation today. 13 using BORG RPE scale. P: Continue physical therapy per IEP. Daryl Murdock, PT
10/18/2023	Daryl Murdock	Connections Academy- SoCal	Leah Morales	Physical Therapy	03:30 PM	04:00 PM	0.50	Regular	Student: Leah Morales Date: 10/18/23 Scheduled physical therapy virtual session time frame: 3:30 PM - 4 PM S: Leah reports that there aren't any changes since last session. O: Jumping jacks x 20. Single leg heel raises x 20. Dynamic gait training: Heel to toe walk, toe to heel walk x 20 ft. each, toe walk x 20 ft., heel walk x 20 ft., duck walking x 40 ft., cariocas x 40 ft., and marching x 40 ft. Sit ups 27. Side planks x 12 with knees extended. Front planks with alternating leg lift x 12 each leg. Supine bridge using wiggle seat under the feet with alternating knee ext. x 12 each leg. Single leg stance(in seconds): left 17 and 30 seconds; right 30 seconds. Quadruped with alternating leg and arm lifts x 8 of 10 each with a broomstick balancing at her low back. Partial knee bends to touch chair x 16. Partial lunge x 6 each side. Lower abdominal foot to chair touches with knee ext. in supine. A: Great participation today. 13 using BORG RPE scale. P: Continue physical therapy per IEP. Daryl Murdock, PT
10/25/2023	Daryl Murdock	Connections Academy- SoCal	Leah Morales	Physical Therapy	03:30 PM	04:00 PM	0.50	Regular	Student: Leah Morales Date: 10/25/23 Scheduled physical therapy virtual session time frame: 3:30 PM - 4 PM S: Leah reports that there aren't any changes since last session. O: Jumping jacks x 20. Single leg heel raises x 20. Sit ups 28. Dynamic gait training: Heel to toe walk, toe to heel walk x 20 ft. each, toe walk x 20 ft., heel walk x 20 ft., duck walking x 40 ft., cariocas x 40 ft., and marching x 40 ft. Side planks x 12 with knees extended. Front planks with alternating leg lift x 12 each leg. Supine bridge using wiggle seat under the feet with alternating knee ext. x 12 each leg. Single leg stance(in seconds): left 30 seconds; right 30 seconds. Quadruped with alternating leg and arm lifts x 5 of 6 each with a broomstick balancing at her low back. Partial lunges x 6 each side. Lower abdominal level 3 Sahrmann with L then R knee ext. in supine x 5 each. A: Great participation today. 13 using BORG RPE scale. P: Continue physical therapy per IEP. Daryl Murdock, PT
								2.50	
							2.50		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/02/2023	Michelle Perry	Connections Academy- SoCal	Aenghus Decker-Knealing	Physical Therapy	12:30 PM	01:00 PM	0.50	No Show	no show
10/09/2023	Michelle Perry	Connections Academy- SoCal	Aenghus Decker-Knealing	Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	treatment with emphasis on goal: Aenghus will be able to complete an upper extremity and lower extremity synchronous task (such as jumping jacks or runners lunge switch jumps) for 10 reps on 2 out of 3 trials over 2 consecutive PT visits to demonstrate improved upper and lower extremity coordination.
10/16/2023	Michelle Perry	Connections Academy- SoCal	Aenghus Decker-Knealing	Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	session with emphasis on goal Aenghus will be able to complete an upper extremity and lower extremity synchronous task (such as jumping jacks or runners lunge switch jumps) for 10 reps on 2 out of 3 trials over 2 consecutive PT visits to demonstrate improved upper and lower extremity coordination.
10/30/2023	Michelle Perry	Connections Academy- SoCal	Aenghus Decker-Knealing	Physical Therapy	12:30 PM	01:00 PM	0.50	No Show	no show for scheduled PT session
								2.00	
10/05/2023	Michelle Perry	Connections Academy- SoCal	Athena Lindsay	Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	student and parent present for session treatment with emphasis on Goal #1: By January 2024, Athena will be able to stand on each leg with hands on hips for at least 10 seconds on 3 out of 5 trials to display improved balance student demonstrated being able to stand on her left foot greater than left with static and dynamic exercises continue with IEP goals
10/12/2023	Michelle Perry	Connections Academy- SoCal	Athena Lindsay	Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	Student and parent present treatment with emphasis on PT 2/2 Goal: By January 2024, Athena will be able to run 30 feet in 10 seconds with good upright posture and forward gaze on 3 out of 5 trials to promote improved posture and safety. Student participated with great effort in session. cont with IEP goals
10/19/2023	Michelle Perry	Connections Academy- SoCal	Athena Lindsay	Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	student and parent present session with emphasis on , Athena will be able to stand on each leg with hands on hips for at least 10 seconds on 3 out of 5 trials to display improved balance, in 3 out of 5 trials student was able to stay on task and stand on each leg for 3 seconds in session continue with IEP goals
								1.50	
10/30/2023	Michelle Perry	Connections Academy- SoCal	Chesnee Pederson	Physical Therapy	11:30 AM	11:45 AM	0.25	Regular	mom present for session with student session with emphasis on review of goal By 2/23/2024, Chesnee will be able to maintain an upright seated posture in her chair for 12 minutes in order to do school work with verbal reminders to sit up straight, as measured by parent observations. mom and student had good understanding of goal and unable to achieve at this time cont with IEP goal
								0.25	
10/04/2023	Michelle Perry	Connections Academy- SoCal	Cynthia Navarro	Physical Therapy	03:30 PM	04:00 PM	0.50	Regular	treatment with emphasis on goal number 2 with tandem walking with heel to toe gait pattern. Dynamic standing patterns with gait training
10/11/2023	Michelle Perry	Connections Academy- SoCal	Cynthia Navarro	Physical Therapy	03:30 PM	04:00 PM	0.50	Late Cancel	late cancel
10/17/2023	Michelle Perry	Connections Academy- SoCal	Cynthia Navarro	Physical Therapy	10:00 AM	10:30 AM	0.50	Late Cancel	late cancel. Student in the hospital
10/31/2023	Michelle Perry	Connections Academy- SoCal	Cynthia Navarro	Physical Therapy	10:00 AM	10:30 AM	0.50	Regular	mom and student present for session treatment with emphasis on goal number 2 with tandem walking with heel to toe gait pattern. Dynamic standing patterns with gait training Student participated in therapy with serial cast on right foot and AFO on left LE. Student demonstrated needing verbal cues for one foot in front of the other with tandem walking on line. continue with IEP goals
								2.00	
10/04/2023	Michelle Perry	Connections Academy- SoCal	Dajanique Harding	Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	treatment with emphasis on goal number 1 with gait training with ambulation with assistive device. Marching in place with dynamic standing activities
10/11/2023	Michelle Perry	Connections Academy- SoCal	Dajanique Harding	Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	student present for session treatment with emphasis on goal for ambulation on a level surface without assistive device. Dynamic standing activities student tolerated session well with minima rest breaks continue with IEP goals
10/18/2023	Michelle Perry	Connections Academy- SoCal	Dajanique Harding	Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	treatment with emphasis on goal with ambulation. Treatment was for 20 minutes then session cut out on zoom and student did not join the zoom session again
								1.50	
10/06/2023	Michelle Perry	Connections Academy- SoCal	Layla Stewart	Physical Therapy	09:35 AM	10:05 AM	0.50	No Show	no show for scheduled appt
10/13/2023	Michelle Perry	Connections Academy- SoCal	Layla Stewart	Physical Therapy	09:30 AM	10:00 AM	0.50	No Show	no show for scheduled appt
							8.25	1.00	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/31/2023	Sun E (Connie) Ct	Connections Academy - SoCal	Joseph Campos	IEP Prep	11:00 AM	11:30 AM	0.50	IEP Prep	IEP prep
								0.50	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/06/2023	Jocelyn Del Rosari	Connections Academy- SoCal	Tinsley Twyman	IEP Attendance	10:00 AM	11:00 AM	1.00	IEP Attendance	Attended 30 day IEP with the IDT. Presented OT goals and will continue to work on both goals with additional 60 monthly for consult.
10/04/2023	Jocelyn Del Rosari	Connections Academy- SoCal	Tinsley Twyman	Occupational Therapy	02:10 PM	03:10 PM	1.00	Regular	Student logged in with her camera off today. With front-loading, student participated in most of the tasks except for therapeutic Yoga exercise and journaling. She needed prompts to stay on track with the timeline for her self-regulation.
10/06/2023	Jocelyn Del Rosari	Connections Academy- SoCal	Tinsley Twyman	Occupational Therapy	08:00 AM	09:00 AM	1.00	Regular	OT consult with parent re: toileting and hand hygiene resources to support ST's IEP on behavior and self-regulation.
10/11/2023	Jocelyn Del Rosari	Connections Academy- SoCal	Tinsley Twyman	Occupational Therapy	02:10 PM	03:10 PM	1.00	Regular	ST logged in timely. ST reported she was in green zone today. ST participated well today during highly preferred topic, skipped her physical portion of session (Yoga or other exercises). ST claimed she has already completed her PE today. ST turned her camera on eventually when she was working on her highly preferred activity. When given opportunities/choices, she tends to linger and dwell, delaying transitioning to the next task. She modified a digital drawing she found in her tablet and worked on it throughout session.
10/18/2023	Jocelyn Del Rosari	Connections Academy- SoCal	Tinsley Twyman	Occupational Therapy	02:10 PM	03:10 PM	1.00	Regular	ST logged promptly with her camera off throughout session. Was able to ID her present zone of regulation. ST was observed with good self-regulation despite being selective with the task given to her.
10/25/2023	Jocelyn Del Rosari	Connections Academy- SoCal	Tinsley Twyman	Occupational Therapy	02:10 PM	03:10 PM	1.00	Regular	ST's camera was off throughout session. ST identified her present zone of regulation. Participated well in session today however selective in subject matter. Able to elaborate subject matter and engaged in problem solving through a simple video game. ST was able to self-regulate as far as her emotion today.
							6.00		

California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/10/2023	Dyanne Van Peter	Connections Academy- SoCal	Alexander Gomes	Student Onboarding	10:00 AM	10:30 AM	0.50	Regular	Student onboarding
								0.50	
10/04/2023	Dyanne Van Peter	Connections Academy- SoCal	Antonio Aranda	Student Onboarding	02:00 PM	02:30 PM	0.50	Regular	Student onboarding
								0.50	
10/04/2023	Dyanne Van Peter	Connections Academy- SoCal	Demetrius Guidry	Student Onboarding	11:00 AM	11:30 AM	0.50	Regular	Student onboarding
								0.50	
10/02/2023	Dyanne Van Peter	Connections Academy- SoCal	Dhirendra Wickremesinghe	IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attendance	Attended IEP
10/02/2023	Dyanne Van Peter	Connections Academy- SoCal	Dhirendra Wickremesinghe	Occupational Therapy	02:00 PM	03:05 PM	1.08	IEP Attendance	IEP Dhiren Wickremesinghe w/parent Manoj (father)
10/03/2023	Dyanne Van Peter	Connections Academy- SoCal	Dhirendra Wickremesinghe	Occupational Therapy	11:20 AM	12:00 PM	0.67	First Scheduled Ses	Reviewed with father and student sensory processing and different strategies.
10/04/2023	Dyanne Van Peter	Connections Academy- SoCal	Dhirendra Wickremesinghe	Student Onboarding	10:00 AM	10:30 AM	0.50	Regular	Student onboarding
								3.25	
10/04/2023	Dyanne Van Peter	Connections Academy- SoCal	Jackson Vincent	Student Onboarding	01:00 PM	01:30 PM	0.50	Regular	Student onboarding
								0.50	
10/05/2023	Dyanne Van Peter	Connections Academy- SoCal	Jaeden Srey	Occupational Therapy	12:00 PM	12:40 PM	0.67	IEP Attendance	Attended entire IEP
10/10/2023	Dyanne Van Peter	Connections Academy- SoCal	Jaeden Srey	Student Onboarding	12:00 PM	12:30 PM	0.50	Regular	Student onboarding
								1.17	
10/11/2023	Dyanne Van Peter	Connections Academy- SoCal	Konnor Bauer	Occupational Therapy	08:00 AM	08:30 AM	0.50	Late Cancel	Parent called at 7:35am for an 8am appt 2/2student could not wake up. OT offered later time in morning but parent declined stating this should be an isolated incident. Parent was informed that a make-up was not possible due to school guidelines.
10/04/2023	Dyanne Van Peter	Connections Academy- SoCal	Konnor Bauer	Student Onboarding	09:00 AM	09:30 AM	0.50	Regular	Student onboarding
								1.00	
10/10/2023	Dyanne Van Peter	Connections Academy- SoCal	Marston Jndkins	Student Onboarding	12:30 PM	01:00 PM	0.50	Regular	Student onboarding
								0.50	
10/10/2023	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:00 PM	03:30 PM	0.50	First Scheduled Ses	Discussed strengths, challenges w/parent and student. 2 min Typing test administered 6wpm 75% accuracy 16 words (12 correct) 100 letters.
10/10/2023	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:30 PM	04:00 PM	0.50	Make-Up	MU #1 Handwriting focus copying from screen Misses capitalizations and punctuation 3 trials 4-6 word sentences
10/11/2023	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	Worked on typing skills and focus visual integration and attention to improve handwriting and typing. Good response to strategies provided.
10/11/2023	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:30 PM	04:00 PM	0.50	Make-Up	MU #2 2 min Typing test administered 1) 5 wpm 73% 18 words (13 correct) 98 characters 2) 8wpm 88% 16 words (14 correct) 97 characters 3) 11wpm 100% 10 words (10 correct) 53 characters
10/04/2023	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Student Onboarding	11:30 AM	12:00 PM	0.50	Regular	Student onboarding
								2.50	
10/04/2023	Dyanne Van Peter	Connections Academy- SoCal	Roman Martinez	Student Onboarding	12:30 PM	01:00 PM	0.50	Regular	Student onboarding
10/03/2023	Dyanne Van Peter	Connections Academy- SoCal	Thiago De Jesus Gutierrez	Occupational Therapy	01:00 PM	02:00 PM	1.00	IEP Attendance	Attended entire IEP
10/04/2023	Dyanne Van Peter	Connections Academy- SoCal	Thiago De Jesus Gutierrez	Student Onboarding	09:30 AM	10:00 AM	0.50	Regular	Student onboarding
								1.50	
10/10/2023	Dyanne Van Peter	Connections Academy- SoCal	Zechariah Gomez	Student Onboarding	01:30 PM	02:00 PM	0.50	Regular	Student onboarding
								0.50	
							12.92		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/05/2023	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therapy	01:30 PM	01:55 PM	0.42	Regular	seek and find, writing words. Great overall neatness. Worked on magic e letters
10/12/2023	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therapy	02:00 PM	02:25 PM	0.42	Regular	drawing pumpkin, two sentences copied with great overall legibility and minimal-mod verbal cuing for spacing.
10/19/2023	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therapy	01:30 PM	01:55 PM	0.42	Regular	wheel of letters, writing words with model
10/26/2023	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therapy	01:30 PM	01:55 PM	0.42	Regular	handwriting, cutting
								1.67	
10/02/2023	Alexis Wilson	Connections Academy- SoCal	Damarai Barbosa	Occupational Therapy	02:30 PM	03:00 PM	0.50	Regular	seek and find, writing words
10/23/2023	Alexis Wilson	Connections Academy- SoCal	Damarai Barbosa	Occupational Therapy	02:30 PM	03:00 PM	0.50	Regular	wordsearch
								1.00	
10/05/2023	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therapy	01:00 PM	01:30 PM	0.50	No Show	OT waited in zoom room x30 minutes. Student did not show.
10/12/2023	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	sensory regulation
10/19/2023	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	discussed social scenarios, mock social interaction
10/26/2023	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	sensory regulation discussion, zones
								2.00	
10/02/2023	Alexis Wilson	Connections Academy- SoCal	Matthew Ovalle	Occupational Therapy	08:00 AM	08:10 AM	0.17	IEP Attendance	ST could not make it and meeting was rescheduled
10/12/2023	Alexis Wilson	Connections Academy- SoCal	Matthew Ovalle	Occupational Therapy	03:45 PM	04:00 PM	0.25	No Show	OT waited in zoom room, student did not show. Mom reported that she forgot.
10/16/2023	Alexis Wilson	Connections Academy- SoCal	Matthew Ovalle	Occupational Therapy	08:00 AM	08:30 AM	0.50	IEP Attendance	AAC device meeting
								0.92	
10/03/2023	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	handwriting, coloring, cutting
10/10/2023	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	handwriting, coloring, cutting
10/17/2023	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therapy	02:30 PM	02:55 PM	0.42	Late Cancel	Mom emailed OT and stated that Neil is sick. Late cancel
10/24/2023	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	coloring, cutting, tracing, writing
10/31/2023	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	coloring, tracing, handwriting
								2.08	
10/09/2023	Alexis Wilson	Connections Academy- SoCal	Savannah Catano	Occupational Therapy	02:00 PM	02:45 PM	0.75	Regular	word search, handwriting
10/23/2023	Alexis Wilson	Connections Academy- SoCal	Savannah Catano	Occupational Therapy	02:00 PM	02:45 PM	0.75	Regular	wordsearch, typing, handwriting
								1.50	
10/03/2023	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvelt Miller-Lawrence	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	typing at 7 wpm for fdjk
10/10/2023	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvelt Miller-Lawrence	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	typing
10/17/2023	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvelt Miller-Lawrence	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	typing club, 3 stars, 8 wpm
10/24/2023	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvelt Miller-Lawrence	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	handwriting, typing
10/31/2023	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvelt Miller-Lawrence	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	handwriting and typing
								2.50	
10/06/2023	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therapy	12:00 PM	12:30 PM	0.50	No Show	OT waited in zoom room x30 minutes. Student did not show.
10/11/2023	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	pumpkin carving and making, handwriting
10/18/2023	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	Handwriting, regulation
10/25/2023	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therapy	02:00 PM	02:30 PM	0.50	No Show	OT waited in zoom room x30 minutes. Student did not show. Followed up email to aunt. Stated that they forgot.
								2.00	
							13.67		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/03/2023	Catherine Bogues	Connections Academy- SoCal	Alexander Oropeza	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	Idioms-25% max (2 choices)-80% min, problem-100% min, solution-100% min, cause-50% max, effect-80% max
10/10/2023	Catherine Bogues	Connections Academy- SoCal	Alexander Oropeza	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	retention (idioms)-60% min (2 choices)-100% min, inferences-60% max, problem-90% min, solution-80% min, cause-60% max, effect-80% mod, self advocate (let me know several times he did not know the answer)-100%
							1.00		
10/03/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	On-topic ans-85% min, intelligibility-60%, what pic with ans-95% min, category-40% max, 3 category members-75% max
10/04/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Who ?'s with pic ans-30% max, group-55% max, 3 cat members-85% mod, on-topic-75% mod, intelligibility (cvc words)-85% min, (multisyllabic words)-50% (sentences)-50%
10/10/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Cat 55% max, 3 members-65% max, what ?'s with pic ans-90% min (knew many ans without pictured ans)
10/11/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Late Cancel	Parent texted at the start of the session that his Dr appt went longer than expected and they were still there.
10/17/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Cat-70% min, 3 members-85% mod, where ?'s w/pic ans-85% min
10/18/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	on-topic-70% min, FCD pairs (weigh/weight)-80% hearing difference, FCD-65% max, cat-60% max, 3 members-80% mod, who?'s with pic ans-75% min
10/24/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	on-topic-65% mod, minimal pairs (hearing difference)-85% min (repeating pairs)-15% max, cat-60% mod, 3 cat members-85% min, who ?'s with pic ans-80% mod
10/25/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Minimal pairs (may/make)-50% max, category-80% min, 3 cat members-85% min, who ?'s w/pic ans-60% mod, on-topic conv-70% mod
10/31/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	3 cat members-80% mod, minimal pairs-60% max, on-topic-50% max
							4.50		
10/03/2023	Catherine Bogues	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Define from context-50% max, grammar (retell story)-80% mod (starting to organize thoughts), body language-60% mod, inferences-80% mod
10/10/2023	Catherine Bogues	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Define vocab from context-100% min, grammar (retell story)-85% max, body language-100% min, inferences-100% min
10/17/2023	Catherine Bogues	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Define vocab from context-100% min, grammar (story retell)-70% mod (uses run-on sentences and wrong verb tense), body language-80% min, inference-100% min
10/24/2023	Catherine Bogues	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Driving in car and phone kept freezing, also very distracted. Define vocab-100% min, (comprehension) organize thoughts in complete sentences-60% max, body language-85% min, inferences-75% mod
10/31/2023	Catherine Bogues	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:00 PM	01:30 PM	0.50	No Show	No Show. Texted and called family, left a VM without response before session was over.
							2.50		
10/04/2023	Catherine Bogues	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Prob-50% max, predict-50% max, negative ?'s-80% max, cat-60% max, 3 cat members-80% mod (needed multiple repetitions and did not answer for some of the lessons)
10/11/2023	Catherine Bogues	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Jonathan had a difficult time focusing today and needed maximum support to be successful. Neg ?'s=60%, problem-60%, prediction-50%, category-60%. 3 members-85%
10/18/2023	Catherine Bogues	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Neg ?'s-60% max, prob-100% max, predict-60% max, 1st-85% max, next-40% max, last-40% max
10/25/2023	Catherine Bogues	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Needed max support on all tasks today. Prob-65%, predict-55%. negative ?'s-70%, cat-95%, 3 members-90%
							2.00		
10/03/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	3 on-topic conversational turns-60% max, body language (cartoon)-75% min inferences (self) -50% max (others)-25% max
10/04/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	3 turn conversation-60% mod (perseverated on several topics), body language-100% inference (himself)-50% (others)-0%
10/10/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	on-topic conversation (3 turns)-60% mod (perseverated and continued topic without stopping), body lang-80% min, Inference of body lang (self)-0% max (others)-60% mod
10/11/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	Rough start to speech but he did a great job after. On-topic-75% mod (monopolized a subject), pictured feelings-100% min, inferences (his)-35% max (others)-35%max
10/17/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	3 turn conversation-50% (off topic or stayed on topic without letting someone speak), /ch/ in sentences I-100% min M-100% min F-65% min
10/18/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	on-topic 3 turn conversation-70% mod, /s/ vc-50% max
10/24/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	3 turn conversation-65% mod, Feelings (body language)-40% max, Inference (self)-50% max (others)-50% max
10/25/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	3 turn conversation (on-topic and not perseverating on topic)-65% max (perseverated and needed max prompts to redirect topic or ask reciprocal ?), feelings (body language)-85% min, feelings (his)-15% max (others)-35% max
10/31/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	3 turn conversation-50% max, body language-100% min, feelings (his)-15% max (others)-30% max, /s/ (cv)-0% (vc)-0% (all were nasal productions)
							4.50		
							14.50		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/25/2023	Jennifer Ai	Connections Academy- SoCal	Bela Campos	Speech Therapy	03:00 PM	03:30 PM	0.50	Regular	SLP 1st session with student. Working on building rapport and informally target artic goals
10/30/2023	Jennifer Ai	Connections Academy- SoCal	Bela Campos	Speech Therapy	03:00 PM	03:30 PM	0.50	Regular	/f/ sentences: 33% with 2 cues
10/31/2023	Jennifer Ai	Connections Academy- SoCal	Bela Campos	Speech Therapy	03:00 PM	03:30 PM	0.50	No Show	No show. SLP texted at 3:03, 3:10, and sent an email at 3:15 regarding next scheduled session on 11/6.
								1.50	

California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/02/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	target sounds problem solving
10/04/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	target sounds correct grammar repair communication breakdowns
10/09/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	target sounds syntax
10/11/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	/r/ spatial concepts syntax
10/16/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	target /r/ sentence level irregular past tense verbs retell story
10/18/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Late Cancel	texted CT-LC
10/23/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	target /r/ grammatically correct sentences in response to questions
10/25/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	grammatically correct sentences /r/ Why questions
10/30/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	artic syntax
							4.50		
10/02/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	wh questions y/n question- visual
10/04/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	y/n- fading visuals WH questions
10/09/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	rote y/n questions responding in sentences
10/11/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Responding to questions describing in sentences appropriate volume and pitch
10/16/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Y/N response questions pragmatic skills
10/18/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Questions retell story y/n responses
10/23/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Late Cancel	CT texted-LC ill
10/25/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Wh questions y/n voc
10/30/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Questions sentences to describe pictures
							4.50		
10/02/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	semantic relationship syntax pragmatics
10/04/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	categorization sequencing and retell
10/09/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	prepositions inferencing
10/11/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	pragmatic skills describe pictures- syntax
10/18/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	Semantic relationships syntax
10/23/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	building sentences Grammar
10/25/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	syntax voc-homophones
10/30/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	compare and contrast syntax- complete sentences
							4.00		
10/16/2023	Nichole Dziama	Connections Academy- SoCal	Bilal Islam	IEP Attendance	10:00 AM	10:30 AM	0.50	IEP Attendance	IEP meeting
10/10/2023	Nichole Dziama	Connections Academy- SoCal	Bilal Islam	IEP Prep	02:30 PM	03:30 PM	1.00	IEP Prep	IEP PREP
10/12/2023	Nichole Dziama	Connections Academy- SoCal	Bilal Islam	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	structured /r// conversational speech self-monitoring
							2.00		
10/03/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	motor planning/oral motor skills syntax
10/05/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	speech production in sentence syntax pragmatic skills
10/10/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	Motor planning Fluency complete sentences
10/12/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	functional intelligibility semantics
10/17/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	functional intelligibility syntax
10/19/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	Functional intelligibity expand utterances pronouns and verbs
10/24/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	syntax describing pictures motor planning
10/26/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	Speech production syntax/semantics
10/31/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	speech production/motor planning syntax
							4.50		
10/02/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	motor planning/oral motor pragmatic skills
10/05/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	motor planning/oral motor final sounds in sentences grammatically correct sentences
10/09/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	motor planning final sounds repair communication breakdowns
10/12/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	motor planning/ functinal intelligibity syntax
10/16/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	motor planning intelligibity irregular plurals
10/19/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	motor planning functional intelligibility semantics
10/23/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	oral motor/ motor planning improve functional intelligibity
10/26/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	motor planning/ oral motor exercises synonyms
10/30/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	motor planning, rate reduction, producing entire word-intelligibility
							4.50		
10/16/2023	Nichole Dziama	Connections Academy- SoCal	Dennis David	IEP Attendance	08:00 AM	09:00 AM	1.00	IEP Attendance	IEP meeting
10/12/2023	Nichole Dziama	Connections Academy- SoCal	Dennis David	IEP Prep	02:30 PM	03:30 PM	1.00	IEP Prep	IEP prep
							2.00		
10/03/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	CT texted-LC
10/05/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	Functional WH questions functional requesting and commenting
10/10/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	functional responses questions
10/12/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	functional language and responding to questions

California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/17/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	questions pragmatic skills
10/19/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	functional questions requesting expand sentences
10/24/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	formulating sentences/visuals wh questions
10/26/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	pronouns/ verbs-full sentences with visuals functional responses
10/31/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	pronouns WH questions
								4.50	
10/03/2023	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Conversational speech
10/10/2023	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	conversational speech, intelligibity and social skills
10/17/2023	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	01:30 PM	02:00 PM	0.50	Late Cancel	LC- traveling
10/24/2023	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	conversational skills repair communication breakdowns
10/31/2023	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	intelligibility in spontaneous speech
								2.50	
10/03/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	target /k/ final sounds syntax
10/05/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	/k/ target -all positions retell story
10/10/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	target /k/ complete sentences
10/12/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	target sound auditory discrimination
10/17/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	target /k/ final sounds syntax
10/19/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	target /k/ syntax
10/24/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	target word minimal pairs
10/26/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	target /k/ all positions syntax
10/31/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	target sounds at word level syntax
								4.50	
10/05/2023	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	0.50	Late Cancel	CT texted-LC- ill
10/12/2023	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	structured /r/ conversational speech
10/19/2023	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	/r/ structured and conversational speech
10/26/2023	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	target /r/- self-monitoring skills
								2.00	
10/02/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	following directions expanding utterances/ full sentences
10/03/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	Voc, Initial sounds
10/09/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	voc categorization following directions recall
10/10/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	voc- recall expanding sentences
10/16/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	expand sentence length recall rhyming words
10/17/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	voc-associations initial sounds questions-recall
10/23/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	building voc recall/categories
10/24/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	voc-functions recall-following directions wh questions
10/30/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	categorization-voc semantics
10/31/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	Following directions Voc Wh questions
								5.00	
10/02/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	verbs questions- visuals
10/03/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	y/n with visuals verbs
10/04/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	y/n with visuals emotions
10/09/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	questions-visuals functional requesting
10/10/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	Functional requesting questions with visuals
10/11/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	questions with visuals rote sentences to request
10/16/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	visuals for questions fill-ins
10/17/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	Visuals for y/n questions and WH questions fill-ins
10/18/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	visuals- for questions feelings/emotions
10/23/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	visuals- questions functional requesting/emotions
10/24/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	questions with visuals rote sentences functional y/n
10/25/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	WH questions describe picture
10/30/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	Functional requesting Wh questions with preferred video
10/31/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	wh questions functional requesting-fill-ins
								4.67	
10/02/2023	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	target sounds in sentences inferencing
10/09/2023	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	speech production inferences pragmatic skills
10/16/2023	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	texted CT-NS
10/23/2023	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	target sounds in sentences compare and contrast
10/30/2023	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50	Late Cancel	Texted CT-LC due to md appointment
								2.50	
10/02/2023	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	motor planning target sounds/sentences

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/09/2023	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	motor planning oral motor speech production
10/16/2023	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	motor planning minimal pairs
10/23/2023	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	target sounds/ words/sentences grammar
10/30/2023	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	full sentence to describe speech production/ motor planning
								2.50	
10/03/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	speech production metaphors
10/05/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	3 step directions phonological processes
10/10/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	multi-step directions pragmatic skills
10/12/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	pragmatic skills conditional directions
10/17/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	Following conditional directions functional intelligibility
10/19/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	pragmatic skills problem solving-functional
10/24/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	functional intelligibility and repairing breakdowns fallowing multistep directions
10/26/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	Voc- synonyms multistep directions improve intelligibity/decrease rate, speech production
10/31/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	functional intelligibility- repeat and/or rephrase as needed following multistep directions
							58.67	4.50	

California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/13/2023	Nohemi Moffatt	Connections Academy- SoCal	Bela Campos	Student Onboarding	03:30 PM	04:00 PM	0.50	Regular	Student onboarding
								0.50	
10/13/2023	Nohemi Moffatt	Connections Academy- SoCal	Cole Johnson	Student Onboarding	03:00 PM	03:30 PM	0.50	Regular	Student onboarding
								0.50	
10/02/2023	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	IEP Attendance	08:00 AM	09:00 AM	1.00	IEP Attendance	IEP Attendance.
10/06/2023	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	Student arrived on time to therapy. She did not turn on her camera but did have the mic on the whole time. There were issues with her audio, resulting in the addition of static and tones that interfered with her audibility at times. She was patient and agreed to repeat herself when requested. She read multiple complex sentences targeting /r/ and /w/. Her production of /w/ was nearly 100% accurate even in clusters like /skw/. The only time she had difficulty was when she tried to produce 'wage' as 'rage', which suggests overgeneralization rather than a distortion of /w/. Her initial /r/ was 100% accurate in these sentences. Her vocalic /r/ was about 90% accurate but this is estimated because of the audio difficulties at the time of probing, based on the quality of her initial production, coarticulation clues, and repetitions when requested. Deydra had moments where she struggled with accepting a word as she was reading. For example, she kept saying "squeegee" and "squashee" until the SLP pointed out its features and gave multiple models. She also kept trying to say "auditorium" for "aquarium" until that word was discussed as well. Continue per IEP.
10/13/2023	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	Student arrived 13 minutes late to therapy. Then she had issues with the audio and mic on her device. She was very difficult to hear in that there was a sputtering quality to the audio and her longer unstructured sentences were unintelligible due to that. It was not clear if the student was working to get on a second device. Student was also on mute for several moments at a time.
10/20/2023	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	08:00 AM	08:30 AM	0.50	Late Cancel	Family reported ongoing internet problems and late-canceled for today after start of scheduled appointment time.
10/27/2023	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	Student arrived on time to therapy using a laptop, so the audio and video was much clearer. She read 20 sentences containing /w/ in various positions and produced this sound with 100% accuracy with no other features that were noted in the IEP. She read 2 passages containing /r/ in all word positions, including vocalics and blends, and produced them with 95% accuracy. She had one error with the /fl/ blend, but said other /l/ blend words correctly. Meeting goal as stated. Continue per IEP.
								3.00	
10/20/2023	Nohemi Moffatt	Connections Academy- SoCal	Isaac Layfield	IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attendance	IEP Attendance
10/18/2023	Nohemi Moffatt	Connections Academy- SoCal	Isaac Layfield	IEP Prep	08:30 AM	09:30 AM	1.00	IEP Prep	IEP Prep
10/13/2023	Nohemi Moffatt	Connections Academy- SoCal	Isaac Layfield	Student Onboarding	04:00 PM	04:30 PM	0.50	Regular	Student onboarding
								2.50	
10/02/2023	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Student arrived on time to therapy. Some minor interruptions due to internet connectivity toward the end of the session. Worked on the article from NewsForKids.net dealing with the protests to end the use of fossil fuels. Worked on intelligibility during reading, addressing syllable production as needed. He already knew strategy of clapping out syllables and was able to state number of syllables in multisyllabic words like "representative" and "politician" with 100% accuracy. His errors were not isolated to a single phoneme or pattern, other than syllable deletion, mixed with multiple unpredictable speech errors and unnatural pitch and prosody. Still managed to achieve approximately 85% accuracy with known context. Struggled more when answering open-ended WH questions. Was able to form the main idea of the article on 1/1 opportunities with moderate support. Correlated main idea with article title. Incidental teaching moment of using picture captions to learn more about pictures or be able to answer questions about them. Continue per IEP.
10/09/2023	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Student arrived on time for therapy. Worked on bed bugs in France article from NFK, but had some interruptions due to tech/connectivity. Jayden read all paragraphs with 85% intelligibility, largely impacted by prosodic features and syllable deletion rather than individual speech sounds. He answered comprehension questions about the text with 90% accuracy and could say which part of the paragraph gave the best clues about the answers. He provided commentary when requested and seemed to enjoy the article. He also responded to relational questions such as "What other insects can leave itchy bumps?" Great session. Continue per IEP.
10/13/2023	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	Speech Therapy	01:30 PM	02:00 PM	0.50	No Show	No show; parent responded to text that they were at urgent care.
10/16/2023	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Student arrived on time to therapy. Worked on article about the Photographer of the Year awards on NFKs website. Was able to answer comprehension questions with 90% accuracy and related questions back to earlier parts of the text on 4/5 opportunities. Did make comments but did not really ask questions. His speech intelligibility was still very low without knowing the context of what he was reading, at around 60%, especially with non-English words. He still participated really well and seemed interested in the topic. Continue per IEP.
10/23/2023	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Student arrived on time to therapy. Worked on article about fully solar power vehicle, on NewsForKids website. Incidental learning moment about English vs metric notations in articles and whether the values are different or the same. He got the concept by the 4th example. Main idea 1/1, supporting details 2/3. Describing pictures based on clues from article 2/3. Great work today. Continue per IEP.
10/27/2023	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	Speech Therapy	01:30 PM	02:00 PM	0.50	No Show	Student no-showed; parent responded she was busy in another meeting and requested reschedule. SLP stated rescheduling not possible but confirmed next scheduled appointment times on student calendar.
								3.00	
10/25/2023	Nohemi Moffatt	Connections Academy- SoCal	Joseph Campos	Student Onboarding	03:30 PM	04:00 PM	0.50	Regular	Onboarding

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
							0.50		
10/05/2023	Nohemi Moffatt	Connections Academy- SoCal	Konnor Bauer	Speech Therapy	08:00 AM	08:25 AM	0.42	No Show	No show, no response to email or text.
10/12/2023	Nohemi Moffatt	Connections Academy- SoCal	Konnor Bauer	Speech Therapy	08:00 AM	08:25 AM	0.42	Late Cancel	Mother canceled 30 minutes before start of session saying student was not going to wake up in time. They may need a later appointment in the day but have limited availability of 12pm or after 5pm daily.
10/19/2023	Nohemi Moffatt	Connections Academy- SoCal	Konnor Bauer	Speech Therapy	12:00 PM	12:25 PM	0.42	Regular	Student arrived 7 minutes late to therapy due to having gone to the wrong provider's room. Rapport-building with mother in attendance; accessed speech with iPad but will be on computer next time. Initial game of "School Day" (child chosen) where we looked at pictures of animals and tried to describe or make comments about them. Good participation though some hesitations observed. Looked to mom for support quite often. Issues with reduced intelligibility and needing his mom to help interpret what he said. Confirmed new recurring appointment. Continue per IEP.
10/26/2023	Nohemi Moffatt	Connections Academy- SoCal	Konnor Bauer	Speech Therapy	12:00 PM	12:25 PM	0.42	Regular	Student arrived on time to therapy and participated throughout, despite having a difficult time in earlier classes. Used school bus activity on USLP to elicit simple descriptive sentences with verbal cue of "who is doing what?" (as initial probe). Will need to present more structured cues going forward with the same subject or the same predicate for practice. Good session. Continue per IEP.
							1.67		
10/06/2023	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	IEP Attendance	10:00 AM	11:00 AM	1.00	IEP Attendance	IEP attendance
10/06/2023	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	IEP Prep	08:30 AM	10:00 AM	1.50	IEP Prep	IEP prep which included review of record and current eval, and then consulting with CM prior to meeting about changes to goals.
10/02/2023	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	Speech Therapy	12:30 PM	01:15 PM	0.75	Regular	Student arrived on time to therapy. Immediately opened the white board and began drawing a sandwing dragon from Wings of Fire. Very self-determined and, while she still conversed about her preferred topic, it took a while for her to agree to transition to a speech-related task. During a transition, for example, she opened a new game and shared screen (Warrior Cats). She finally transitioned fully to speech tasks reading paragraphs loaded with her target 'th' and /l/ sounds. While she did really well with her /l/ and /l/ blends in connected speech, she did have occasional errors in habitual words like "like" for /l/. She did produce more 'th' errors, as when saying "togever", "firsty" for "thirsty", and "resink" for "rethink". She was able to correct some but not all of her 'th' errors, especially "rethink." Some behavioral observations include frequent interruption, not transitioning when prompted, interjecting with unprompted comments during reading. Continue per IEP.
10/09/2023	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	Speech Therapy	12:30 PM	01:15 PM	0.75	Regular	Student arrived 5 minutes late to therapy. Initially had her camera off and went into screen sharing mode. The first video was permitted by SLP, and second was permitted with caveat that it would be the last one. Student attempted to show a third one but SLP used this as an opportunity to transition to a discussion about 'compromise'. Student provided her understanding of what compromise is, which appeared to be challenging for her, but she did include the aspect about not getting everything you want when you compromise. SLP elaborated and talked about concessions as giving up some of what you want and permitting others to have or do things that they want. Will review these terms next session. By end of session, student has more rounded definition of 'compromise'. With cues, she was able to state whether or not one would compromise in a given situation (for example, not compromising if someone is asking you to do something that could make you or another person sick or hurt). Student had difficulty with staying on task and not interrupting at times, but was polite about asking to be excused to make a hotdog. She tried to insist on watching a third video at the end, but SLP reinforced that this was not part of the compromise. Continue per IEP.
10/16/2023	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	Speech Therapy	12:30 PM	01:15 PM	0.75	Regular	Student arrived on time to therapy. Wanted to show Steven He video and agreed to only show one, sticking to it and transitioning to speech tasks. However, once in speech task of producing 'th' in sentences, she would cooperate and then continue drawing, sometimes taking long gaps between productions. She did produce voiced and voiceless 'th' sounds in read-aloud sentences with 80% accuracy today. She laughed at the SLP models, which were emphasized to get her attention. She requested the SLP stop emphasizing them. Continue per IEP.
10/23/2023	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	Speech Therapy	12:30 PM	01:15 PM	0.75	Regular	Student arrived on time to therapy. Camera not on, she seemed subdued today, but still participated. She was allowed to share 2 Stephen He videos and then cooperated to transition into therapy tasks. Used medial voiced and voiceless 'th' in phrases with 70% accuracy. Continues to have difficulty in sentence-level connected speech with /l/ and /v/ substitutions for 'th'. Had difficulty forming self-generated sentences using the stimulus words, needed verbal cues on some (did 5/8 independently). Seemed distracted (could only hear and not see her) but she insisted she was paying attention. Continue per IEP.
10/30/2023	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	Speech Therapy	12:30 PM	01:15 PM	0.75	Regular	Student arrived on time to session. Started sharing Stephen He videos without asking and exceeded agreed-to limit of 2. Needed prompting to stop sharing. Student also wanted to share about Ohio memes, and again she exceeded the limit. When asked what she likes about those videos, she made simple comments about how they're funny to her. She imitated Stephen He's Asian accent and made references to the videos for the rest of the session. When asked if she would do that in an in-person conversation with someone who didn't know about Stephen He, she said no. She had trouble explaining what made the Ohio videos funny; there may be social justice undertones to those videos that she is not registering (SLP is unfamiliar with that content at this time). Student seemed to appreciate the feedback at the end and the highlighting of all of the positive skills she demonstrated, including saying 'thank you' when her mother brought her lunch. Continue per IEP.
							17.92	6.25	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/26/2023	Laura Kovalenko	Connections Academy- SoCal	Destiny Sauceda Ratcliffe	IEP Attendance	12:30 PM	01:00 PM	0.50	Regular	IEP Meeting
10/26/2023	Laura Kovalenko	Connections Academy- SoCal	Destiny Sauceda Ratcliffe	IEP Prep	10:00 AM	10:15 AM	0.25	IEP Prep	IEP prep, plop
10/31/2023	Laura Kovalenko	Connections Academy- SoCal	Destiny Sauceda Ratcliffe	Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	The parent confirmed during the meeting that 3pm on Tuesdays works, and informed to be contacted via phone, link, reminder, and schedule confirmation was sent. Parent contacted via phone as a reminder about the session, no response
								1.75	
10/10/2023	Laura Kovalenko	Connections Academy- SoCal	Ryan Kraxberger	Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	First Session. Establish rapport, reviewed schedule, verbally answered questions to maintain a topic of conversation
10/17/2023	Laura Kovalenko	Connections Academy- SoCal	Ryan Kraxberger	Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	Worked on answering questions to make inferences, moderate support provided to respond to 70% accuracy
10/24/2023	Laura Kovalenko	Connections Academy- SoCal	Ryan Kraxberger	Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	Worked on answering questions to make inferences, 60% accuracy, minimal support
10/31/2023	Laura Kovalenko	Connections Academy- SoCal	Ryan Kraxberger	Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	Worked on answering questions to make inferences, moderate prompts provided
							3.42	1.67	

California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/02/2023	Missy Vail	Connections Academy- SoCal	Dhirendra Wickremesinghe	IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attendance	Addressed Individual Education Plan proposals as a substitute at meeting in October, including specifications related to special education services, new goals, and reviews of previous treatment results.
10/05/2023	Missy Vail	Connections Academy- SoCal	Leana Gutierrez	IEP Attendance	01:00 PM	01:30 PM	0.50	No Show	Attempted to address Individual Education Plan proposals as a substitute at meeting in October, which was going to include specifications related to special education services, new goals, and reviews of previous treatment results. However, student's family no-showed for this meeting.
							1.50		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable	Session Type	Note
10/30/2023	Kylie Buatsi	Connections Academy- SoCal	Alexander Johns	SLP Evaluation				Regular	SLP Eval
10/30/2023	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	SLP Evaluation				Regular	SLP Eval
10/04/2023	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	Speech Therapy	10:00 AM	10:15 AM	0.25	No Show	NS
10/11/2023	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	Speech Therapy	10:00 AM	10:15 AM	0.25	Regular	Addressed listening to the story "The Legend of Sleepy Hollow" and addressed defining vocabulary in the passage using context clues.
10/25/2023	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	Speech Therapy	10:00 AM	10:15 AM	0.25	No Show	NS
							0.75		
10/05/2023	Kylie Buatsi	Connections Academy- SoCal	Jaeden Srey	IEP Attendance	12:00 PM	12:45 PM	0.75	IEP Attendance	IEP Meeting
							0.75		
10/16/2023	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	IEP Attendance	08:00 AM	08:30 AM	0.50	Regular	IEP meeting
10/03/2023	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	Speech Therapy	11:00 AM	11:30 AM	0.50	Late Cancel	LC
10/10/2023	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	Addressed ID'ing function of objects, ID'ing the category of obj, and the attributes of objects given VC3.
10/17/2023	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	NS
10/26/2023	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	Speech Therapy	11:00 AM	11:30 AM	0.50	Late Cancel	LC
10/31/2023	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	Addressed ID'ing common Halloween objects from a field of 6, and ID'ing linguistic concepts (big and small) from field of 3 pumpkins.
							3.00		
							4.50		

4.50 hours + 2 Evals

California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

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Effectual Educational Consulting Services

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

INVOICE # 11273
DATE 09/30/2023

TERMS Net 30

DESCRIPTION	QTY	RATE	AMOUNT
Gary Vierra - Adaptive PE services: SoCal 09/23/23 0.25 Jonathan Tulak 09/23/23 0.50 Jonathan Tulak	0.75	110.00	82.50
Cheryl Stein - Adaptive PE services: 09/25/23 0.75 Vincent Holling 09/27/23 0.75 Vincent Holling	1.50	110.00	165.00
Monique Charbonnet - Physical Therapist: SoCal 09/08/23 0.50 Clarissa Sierra 09/08/23 0.50 Clarissa Sierra 09/15/23 0.50 Clarissa Sierra 09/15/23 0.50 Clarissa Sierra 09/22/23 0.50 Clarissa Sierra 09/22/23 0.50 Clarissa Sierra 09/29/23 0.50 Clarissa Sierra	3.50	160.00	560.00
Kathryn Pierson - School Psychologist: SoCal 09/15/23 2.00 Jaxson Leach 09/16/23 4.00 Jaxson Leach 09/17/23 5.00 Jaxson Leach 09/18/23 2.00 Jaxson Leach 09/19/23 1.00 Jaxson Leach 09/22/23 1.00 Jaxson Leach 09/25/23 1.00 Jaxson Leach	16	110.00	1,760.00
Shannon Ricci - Audiologist: SoCal 09/21/23 1.00 Nathan Pisciotta 09/29/23 3.00 Matizen Stevens	4	130.00	520.00
Erin Titone - Orthopedic Impairment Specialist: SoCal 09/20/23 0.50 Abby Lightburn 09/26/23 0.50 Abby Lightburn	1	120.00	120.00
Keisha Middleton - School Psychologist:	26	110.00	2,860.00

DESCRIPTION	QTY	RATE	AMOUNT
Socal 09/22/23 4.00 Destiny McCollough 5527457 09/27/23 7.50 Destiny McCollough 5527457 09/28/23 6.50 Destiny McCollough 5527457 09/29/23 8.00 Destiny McCollough 5527457			
Bevy Escobar - School Nurse: SOCAL 09/25/23 4.00 Duncan, Brody 09/19/23 4.00 Jimenez Larios, Milo 09/25/23 4.00 Lightburn, Abby 09/29/23 4.00 Wesley, Abel Joseph	16	110.00	1,760.00
Hether Henderson - School Psychologist: SOCAL 09/13/23 2.00 Maya Angulo 09/29/23 1.50 Maya Angulo	3.50	110.00	385.00
Kris Jones BAE Therapy - Behavior Intervention Services: SoCal 09/07/23 2.00 Maltida Brothers 3026559 09/13/23 2.00 Maltida Brothers 3026559 09/20/23 2.00 Maltida Brothers 3026559 09/27/02 2.00 Maltida Brothers 3026559	8	100.00	800.00
Artesja Cobb - Occupational Therapist: SoCAL 9/7/2023 0.50 Bryce Adams 9/14/2023 0.50 Bryce Adams 9/21/2023 0.50 Bryce Adams 9/28/2023 0.50 Bryce Adams 9/6/2023 0.50 Giovanni Dinh 9/13/2023 0.50 Giovanni Dinh 9/20/2023 0.50 Giovanni Dinh 9/25/2023 1.00 Giovanni Dinh 9/27/2023 0.50 Giovanni Dinh 9/6/2023 0.50 Niko Gentle 9/13/2023 0.50 Niko Gentle 9/25/2023 0.50 Niko Gentle 9/27/2023 0.50 Niko Gentle 9/13/2023 0.50 Robert Gray 9/15/2023 0.50 Robert Gray 9/29/2023 0.50 Robert Gray	8.50	130.00	1,105.00
Henry Hernandez - Counseling & Guidance: SoCal 09/06/23 0.50 Alfredo Pineda 09/06/23 1.15 Alfredo Pineda 09/13/23 0.50 Alfredo Pineda 09/13/23 1.15 Alfredo Pineda 09/20/23 0.50 Alfredo Pineda 09/20/23 1.15 Alfredo Pineda 09/27/23 0.50 Alfredo Pineda 09/27/23 1.15 Alfredo Pineda 09/21/23 0.50 Isaiah Gallegos 09/21/23 1.15 Isaiah Gallegos 09/28/23 0.50 Isaiah Gallegos 09/28/23 1.15 Isaiah Gallegos	9.90	100.00	990.00
Henry Hernandez - Behavior Intervention Services:	27.90	100.00	2,790.00

DESCRIPTION	QTY	RATE	AMOUNT
SoCal			
09/06/23 0.50 Benjamin Barba			
09/06/23 1.15 Benjamin Barba			
09/13/23 0.50 Benjamin Barba			
09/13/23 1.15 Benjamin Barba			
09/21/23 0.50 Benjamin Barba			
09/21/23 1.15 Benjamin Barba			
09/27/23 0.50 Benjamin Barba			
09/27/23 1.15 Benjamin Barba			
09/07/23 0.50 Dante Lopez Garcia			
09/07/23 1.15 Dante Lopez Garcia			
09/14/23 0.50 Dante Lopez Garcia			
09/14/23 1.15 Dante Lopez Garcia			
09/20/23 0.50 Dante Lopez Garcia			
09/20/23 1.15 Dante Lopez Garcia			
09/27/23 0.50 Dante Lopez Garcia			
09/27/23 1.15 Dante Lopez Garcia			
09/07/23 0.50 Gillian Gray			
09/07/23 1.15 Gillian Gray			
09/14/23 0.50 Gillian Gray			
09/14/23 1.15 Gillian Gray			
09/21/23 0.50 Gillian Gray			
09/21/23 1.15 Gillian Gray			
09/28/23 0.50 Gillian Gray			
09/28/23 1.15 Gillian Gray			
09/12/23 0.50 Immanuel Hunter Hines			
09/19/23 0.50 Immanuel Hunter Hines			
09/26/23 0.50 Immanuel Hunter Hines			
09/14/23 0.50 Isabel Paulo-Cruz			
09/14/23 1.15 Isabel Paulo-Cruz			
09/28/23 0.50 Isabel Paulo-Cruz			
09/28/23 1.15 Isabel Paulo-Cruz			
09/13/23 0.50 Robert Gray			
09/13/23 1.15 Robert Gray			
09/27/23 0.50 Robert Gray			
09/27/23 1.15 Robert Gray			
Henry Hernandez - Individual Counseling:	21.05	100.00	2,105.00
SoCal			
09/07/23 0.50 Kairi Fernandez			
09/07/23 1.15 Kairi Fernandez			
09/14/23 0.50 Kairi Fernandez			
09/14/23 1.15 Kairi Fernandez			
09/20/23 0.50 Kairi Fernandez			
09/20/23 1.15 Kairi Fernandez			
09/27/23 0.50 Kairi Fernandez			
09/27/23 1.15 Kairi Fernandez			
09/07/23 0.50 Samaria Sova			
09/07/23 1.15 Samaria Sova			
09/14/23 0.50 Samaria Sova			
09/14/23 1.15 Samaria Sova			
09/18/23 0.25 Samaria Sova			
09/26/23 0.50 Samaria Sova			
09/26/23 1.15 Samaria Sova			
09/05/23 0.50 Trinity Franco			
09/05/23 1.15 Trinity Franco			
09/12/23 0.50 Trinity Franco			

DESCRIPTION	QTY	RATE	AMOUNT
09/12/23 1.15 Trinity Franco 09/19/23 0.50 Trinity Franco 09/19/23 1.15 Trinity Franco 09/26/23 0.50 Trinity Franco 09/26/23 1.15 Trinity Franco 09/07/23 0.50 Victor Landa 09/07/23 1.15 Victor Landa 09/22/23 1.00 Victor Landa			
Dale Stone - Speech and Language Pathologist: 09/01/23 1.00 Movchin, Rylee	1	130.00	130.00
Sarah Johnson - Adaptive PE services: SoCal 09/06/23 0.50 Irene Bahn 09/11/23 0.50 Jason Butts 09/07/23 0.50 Johnny Bowman 09/13/23 0.50 Johnny Bowman 09/20/23 0.50 Johnny Bowman 09/27/23 0.50 Johnny Bowman 09/28/23 0.25 Mia McDaniel 09/06/23 0.50 Nico Gentle 09/13/23 0.50 Nico Gentle 09/20/23 0.50 Nico Gentle 09/27/23 0.50 Nico Gentle	5.25	110.00	577.50
Gabriela Gonzalez - Individual Counseling: SoCal 09/06/23 1.00 Nicholas Kargl 4201328 09/11/23 1.00 Nicholas Kargl 4201328 09/18/23 1.70 Nicholas Kargl 4201328 09/25/23 1.20 Nicholas Kargl 4201328	4.90	100.00	490.00
Jill Morrison - Behavior Intervention Services: SoCal 09/05/23 0.50 P. Arteaga 09/05/23 1.75 P. Arteaga 09/12/23 0.50 P. Arteaga 09/12/23 1.20 P. Arteaga 09/19/23 0.50 P. Arteaga 09/19/23 1.20 P. Arteaga 09/26/23 0.50 P. Arteaga 09/26/23 1.20 P. Arteaga	7.35	100.00	735.00
Gabriela Gonzalez - Behavior Intervention Services: SoCal 09/05/23 0.50 Armonie Stewart 2876660 09/05/23 1.00 Armonie Stewart 2876660 09/11/23 0.50 Armonie Stewart 2876660 09/11/23 1.00 Armonie Stewart 2876660 09/18/23 0.50 Armonie Stewart 2876660 09/25/23 0.50 Armonie Stewart 2876660 09/25/23 1.00 Armonie Stewart 2876660 09/07/23 0.50 Jonathan Tulak 2259378 09/07/23 1.20 Jonathan Tulak 2259378 09/14/23 0.50 Jonathan Tulak 2259378 09/14/23 1.20 Jonathan Tulak 2259378 09/21/23 0.50 Jonathan Tulak 2259378 09/28/23 0.50 Jonathan Tulak 2259378 09/28/23 1.75 Jonathan Tulak 2259378	11.15	100.00	1,115.00

DESCRIPTION	QTY	RATE	AMOUNT
Jill Morrison - Individual Counseling: SoCal 09/05/23 0.50 A. Almos 09/05/23 1.50 A. Almos 09/12/23 0.50 A. Almos 09/12/23 1.20 A. Almos 09/19/23 0.50 A. Almos 09/19/23 1.20 A. Almos 09/26/23 0.50 A. Almos 09/26/23 1.20 A. Almos 09/12/23 0.50 N. Rosales 09/12/23 1.20 N. Rosales 09/26/23 0.50 N. Rosales 09/26/23 1.20 N. Rosales 09/11/23 0.50 R. Lok 09/11/23 1.20 R. Lok 09/18/23 0.50 R. Lok 09/18/23 1.20 R. Lok 09/25/23 0.50 R. Lok 09/25/23 1.20 R. Lok 09/05/23 0.50 S. Rivera 09/05/23 1.75 S. Rivera 09/12/23 0.50 S. Rivera 09/12/23 1.20 S. Rivera 09/19/23 0.50 S. Rivera 09/19/23 1.20 S. Rivera 09/26/23 0.50 S. Rivera 09/26/23 1.20 S. Rivera	22.95	100.00	2,295.00

Thank you for your business.

BALANCE DUE **$21,345.00**

TEACHTOWN®

INVOICE

JIGSAW LEARNING, LLC DBA TEACHTOWN
2 CONSTITUTION WAY
WOBURN, MA 01801 USA

INVOICE #: INV3492
DATE: 12/05/2023
CUSTOMER: C-03039

SOLD TO:	SHIP TO:
California Connections **Academy** 33272 Valle Rd San Juan Capistrano CA 92675-4842	California Connections Academy 33272 Valle Rd San Juan Capistrano CA 92675-4842

CUSTOMER P.O.	SHIP VIA	F.O.B.	TERMS
PO#2023 - 24 - 48		ORIGIN	Net 30

ITEM	DESCRIPTION	QTY SHIPPED	PRORATION	DISCOUNT	PRICE	AMOUNT
ENC0265	enCORE K-12 Student Sub Std Pkg **07/01/2024 - 06/30/2027**	289	1	0	$365.00	$105,485.00
TRG0020	enCORE K-12 Full Virtual Training 101, 102, 103 -	1	1	0	$5,000.00	$5,000.00
ENC0350	enCORE Professional Services - Training Webinar -	1	1	0	$1,667.00	$1,667.00
TRG0030	Basics Virtual Program Training -	1	1	0	$800.00	$800.00
TRG0035	Social Skills Virtual Program Training -	1	1	0	$800.00	$800.00
TRG0040	Transition to Adulthood Virtual Program Training -	1	1	0	$800.00	$800.00

Subtotal	$114,552.00
Sales Tax and Freight Total	$0.00
Total	$114,552.00
Amount Applied	$(0.00)
Amount Due	$114,552.00

Remit Payment To: TeachTown – PO Box 83210, Woburn, MA 01813-3210

Click To Pay Online

TEACHTOWN®

INVOICE

JIGSAW LEARNING, LLC DBA TEACHTOWN
2 CONSTITUTION WAY
WOBURN, MA 01801 USA

INVOICE #: INV3493
DATE: 12/05/2023
CUSTOMER: C-03039

SOLD TO:	SHIP TO:
California Connections **Academy** 33272 Valle Rd San Juan Capistrano CA 92675-4842	California Connections Academy 33272 Valle Rd San Juan Capistrano CA 92675-4842

CUSTOMER P.O.	SHIP VIA	F.O.B.	TERMS
PO#2023 - 24 - 48		ORIGIN	Net 30

ITEM	DESCRIPTION	QTY SHIPPED	PRORATION	DISCOUNT	PRICE	AMOUNT
ENC0265	enCORE K-12 Student Sub Std Pkg **02/20/2024 - 06/30/2024**	289	.4166575	0	$365.00	$43,951.12
					Subtotal	$43,951.12
					Sales Tax and Freight Total	$0.00
					Total	$43,951.12
					Amount Applied	$(0.00)
					Amount Due	$43,951.12

Remit Payment To: TeachTown – PO Box 83210, Woburn, MA 01813-3210

Click To Pay Online

575 Market St
Suite 1850
San Francisco, CA 94105
accounts-receivable@clever.com

INVOICE

INVOICE #: INV016503
DATE: 12/13/2023
DUE DATE: 01/12/2024
PAYMENT TERMS: NET 30

BILL TO: California Online Public Schools
33272 Valle Road
Palmdale, CA 93551
United States

INVOICE PERIOD: GOOGLE WORKSPACE EDUCATION PLUS - IDM - 01/05/2024 - 01/05/2025 PO#2023-24-61

PRODUCT	QUANTITY	RATE	AMOUNT
	9182	$6	$55,092.00
		Subtotal	**$55,092.00**
		Sales Tax	**$0.00**
		Total	**$55,092.00**

***To view a detailed breakdown of your school connections, please see the BILLING tab in your Clever Apps Dashboard**

Remittance Checks Address
Clever Inc.
75 Remittance Drive, Dept 6598
Chicago, IL 60675-6598

Electronic Funds Transfer
Bank Name: Square 1 Bank
Bank Address: 406 Blackwell Street, Suite 240
Durham, NC 27701
Account Name: Clever Inc.
Bank Routing Number (ACH or Wire): 053112615
SWIFT code: SQARUS33
Bank Account Number: 3164897

INVOICE

TTC4SUCCESS
937 Pearl Drive
San Marcos, CA 92078

tasha@ttc4success.com
+1 (951) 775-4292



Connections

Bill to
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Invoice details
Invoice no.: 1288
Terms: Net 30
Invoice date: 11/20/2023
Due date: 12/20/2023

#	Date	Product or service	SKU	Qty	Rate	Amount
1.		**SPED Services** Oct Southern CA			$52,601.94	$52,601.94
2.		**SPED Services** Oct Northern CA			$31,038.12	$31,038.12
3.		**SPED Services** Oct North Bay			$3,536.55	$3,536.55
4.		**SPED Services** Oct Monterrey Bay			$3,836.70	$3,836.70
5.		**SPED Services** Oct Central Coast			$292.32	$292.32
6.		**SPED Services** Oct Central Valley			$1,787.85	$1,787.85

Total **$93,093.48**

INVOICE

TTC4SUCCESS
937 Pearl Drive
San Marcos, CA 92078

tasha@ttc4success.com
+1 (951) 775-4292



Connections

Bill to
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Ship to
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Invoice details
Invoice no.: 1305
Terms: Net 30
Invoice date: 12/04/2023
Due date: 01/03/2024

#	Date	Product or service	SKU	Qty	Rate	Amount
1.		**SPED Services** So Cal Nov 2023			$53,019.54	$53,019.54
2.		**SPED Services** North CA Nov 2023			$29,806.20	$29,806.20
3.		**SPED Services** North Bay Nov 2023			$2,153.25	$2,153.25
4.		**SPED Services** Monterrey Bay Nov 2023			$2,936.25	$2,936.25
5.		**SPED Services** Central Coast Nov 2023			$234.90	$234.90
6.		**SPED Services** Central Valley Nov 2023			$1,879.20	$1,879.20

Total **$90,029.34**

Parsec Education, Inc.

PO Box 286
Fresno, CA 93708 US
+1 5597534529
julie@parseceducation.com
https://www.parseceducation.com/

INVOICE

BILL TO
Than Short
California Online Public Schools
San Juan Cappistrano, CA
92675

INVOICE	20230124
DATE	12/18/2023
TERMS	Net 30
DUE DATE	01/17/2024

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	License Fees	Effective 1/1/2024 - 12/31/2024	1	2,500.00	2,500.00
	Service Fees	Parsec Go+	1	60,000.00	60,000.00
	Service Fees	PArsecPRO	1	2,750.00	2,750.00

Make all checks payable to Parsec Education, Inc.

SUBTOTAL	65,250.00
TAX	0.00
TOTAL	65,250.00
BALANCE DUE	**$65,250.00**

Please include Client Number or Invoice Number on your check*



BRANDASTIC
IGNITE YOUR POTENTIAL

Brandastic, Inc.
949.899.7340
3857 Birch Street, Suite 271
Newport Beach, CA 92660

Billed To
Julie Colombero
California Online Public Schools
33271 Valle Road
San Juan Capistrano, CA 92675

Date of Issue
12/22/2023

Due Date
01/11/2024

Invoice Number
1206902

Amount Due (USD)
$21,000.00

Description	Rate	Qty	Line Total
CCAS-1 CCAS-1 California Online Public Schools | Revised Marketing Contract | For January	$21,000.00	1	$21,000.00

Subtotal	21,000.00
Tax	0.00
Total	21,000.00
Amount Paid	0.00
Amount Due (USD)	$21,000.00

Terms
If mailing live checks, please use the address noted above. Thank you

PRIVATE POLICY NOTICE: We will NOT share your information. Ever.

Accelerate Education Incorporated
3655 W Anthem Way; Suite A109237
Anthem, AZ 85086
bobs@accelerate.education
www.Accelerate.Education

INVOICE

BILL TO
Richie Romero
California Online Public Schools
33272 Valle Rd
San Juan Capistrano, CA 92675

INVOICE # 6481
DATE 11/10/2023
DUE DATE 12/10/2023
TERMS Net 30

P.O. NUMBER
2023 - 24 - 40

SALES REP
PG

ACTIVITY	QTY	RATE	AMOUNT
HS Per Semester Content Per Semester Course Enrollments. Includes Content, Hosting, and Support. Physical Materials not Included. Discounted price based on a minimum of 4000 pre-purchased enrollments. Unused enrollments can roll over to the following year.	4,150	35.10	145,665.00
Training Year 1 Virtual Implementation & PD Package (Canvas) Unlimited access to live and on-demand training webinars and resources for administrators and teachers over course navigation and design and online learning best practices. (Canvas) Year 2+ pricing is half the cost of Year 1.	1	2,000.00	2,000.00

School Year 2023-2024 Contract

SUBTOTAL	147,665.00
TAX	0.00
TOTAL	147,665.00
BALANCE DUE	**$147,665.00**

INVOICE

Page # 1

Capistrano Unified School District

33122 Valle Road
San Juan Capistrano, CA 92675
Phone: (949) 234-9332

CALIFORNIA CONNECTIONS ACADEMY - CARTER
ATTN: LACHELLE CARTER
DIRECTOR OF FINANCE
33272 VALLE ROAD
SAN JUAN CAPISTRANO, CA 92675

ACCT ID:	C68001133
INVOICE NUMBER:	**68TI0265**
DIVISION:	68GN
TERM:	2324
INVOICE DATE:	12/15/23
DUE DATE:	01/31/24
AMOUNT DUE	**$47,071.00**

Item	Account	Description	Amount
1	0101 0000 0 8699 0000 0000 205 69000000	1% OVERSIGHT - NOVERMBER. '23	47,071.00
		INVOICE TOTAL	**$47,071.00**

Please remit a copy with payment-Thank You

Remit to: **Capistrano Unified School District**
Attention: Accounts Receivable
33122 Valle Road
San Juan Capistrano, CA 92675

Account ID	C68001133
Account Name	CALIFORNIA CONNECTIONS ACADEMY
Invoice Number	68TI0265
DIV:	68GN
TERM:	2324
Due Date	01/31/24
Amount Due	$47,071.00
Amount Paid	$_____

CHARTER IMPACT

8500 Balboa Blvd., Suite 140
Northridge, CA 91325 US
+1 8184740322
info@charterimpact.com
www.charterimpact.com

INVOICE

BILL TO
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA
92675
United States

INVOICE # 15353
DATE 01/01/2024
DUE DATE 01/31/2024
TERMS Net 30

ACTIVITY	QTY	RATE	AMOUNT
Business Mgmt. Business Management Services - Central Coast	1	1,621.00	1,621.00
Business Mgmt. Business Management Services - Central Valley	1	10,971.00	10,971.00
Business Mgmt. Business Management Services - Monterey	1	6,559.00	6,559.00
Business Mgmt. Business Management Services - North Bay	1	2,036.00	2,036.00
Business Mgmt. Business Management Services - NorCal	1	21,263.00	21,263.00
Business Mgmt. Business Management Services - SoCal	1	62,340.00	62,340.00

BALANCE DUE **$104,790.00**

Scotts Valley Unified School District

Business Department
108 Whispering Pines, Suite #115
Scotts Valley, CA 95066
(831)438-1820 FAX (831)438-2314

Direct any questions to the Business Department at (831)438-1820

CUSTOMER INVOICE

California Connections Academy
Monterey Bay
525 B Street, Suite 2200
San Diego,, CA 92101

Charter oversight fees: 22-23

Invoice # **INV24-00075**
Invoice Date 11/01/2023
Due Date 12/01/2023
Customer # 000082
Contract/Reference #

Description	Qty	Unit	Unit Price	Amount
2022-23 Admin Cost	1.00	1	6,000.00	6,000.00
2022-23 1% Oversight fee	1.00	1	51,528.26	51,528.26

Non-Taxable Total 57,528.26
BALANCE DUE **$57,528.26**

----------Detach this portion or make a copy of the invoice and mail it with the payment----------

District Account Number	Account Amount
(007862) 01- 0000- 0- - - 9209- - 2024	57,528.26

Please make checks payable to: **Scotts Valley Unified School District/Business Department**
Mail to:

Scotts Valley Unified School District
Business Department
108 Whispering Pines, Suite #115
Scotts Valley, CA 95066

Invoice # **INV24-00075**
Amount Due $57,528.26
Customer # 000082

Customer Copy

California Department of Education
School Fiscal Services Division

Charter School LCFF Calculation

County: Santa Cruz
District: Scotts Valley Unified
LEA: California Connections Academy Monterey Bay

Period: 2022-23 P-2
CDS Code: 44 75432 0139410
Charter No: 2056

BASE GRANT RATE PER ADA

Prior Year Base Grant Per ADA [EC 42238.02(d)]

Grades TK/K-3 Prior Year Base Grant per ADA	A-1 $	8,093
Grades 4-6 Prior Year Base Grant per ADA	A-2 $	8,215
Grades 7-8 Prior Year Base Grant per ADA	A-3 $	8,458
Grades 9-12 Prior Year Base Grant per ADA	A-4 $	9,802

COLA

COLA [EC 42238.02(d)(2)]	A-5	0.0656
Grades TK/K-3 COLA (A-1 * A-5)	A-6 $	531
Grades 4-6 COLA (A-2 * A-5)	A-7 $	539
Grades 7-8 COLA (A-3 * A-5)	A-8 $	555
Grades 9-12 COLA (A-4 * A-5)	A-9 $	643

Base Grant Adjustments

2022-23 Base Grant Adjustment [EC 42238.02(d)(5)]	A-10	0.0670
Grades TK/K-3 Base Grant Adjustment (A-1 * A-10)	A-11 $	542
Grades 4-6 Base Grant Adjustment (A-2 * A-10)	A-12 $	550
Grades 7-8 Base Grant Adjustment (A-3 * A-10)	A-13 $	567
Grades 9-12 Base Grant Adjustment (A-4 * A-10)	A-14 $	657

Current Year Base Grant Per ADA [EC 42238.02(d)]

Grades TK/K-3 Current Year Base Grant per ADA (A-1 + A-6 + A-11)	A-15 $	9,166
Grades 4-6 Current Year Base Grant per ADA (A-2 + A-7 + A-12)	A-16 $	9,304
Grades 7-8 Current Year Base Grant per ADA (A-3 + A-8 + A-13)	A-17 $	9,580

Grades 9-12 Current Year Base Grant per ADA (A-4 + A-9 + A-14)	A-18 $	11,102
Grade Span Adjustments		
Grades TK/K-3 Adjustment [EC 42238.02(d)(3)(A)]	A-19	1.1040
Grades 9-12 Adjustment [EC 42238.02(d)(4)]	A-20	1.0260
Current Year Adjusted Base Grant per ADA		
Grades TK/K-3 Current Year Adjusted Base Grant per ADA (A-15 * A-19)	A-21 $	10,119
Grades 9-12 Current Year Adjusted Base Grant per ADA (A-18 * A-20)	A-22 $	11,391
AVERAGE DAILY ATTENDANCE (ADA) [EC 42238.05]		
Base, Supplemental, and Concentration Grant Funded ADA [EC 42238.05(f)]		
Grades TK/K-3 Funded ADA	B-1	83.34
Grades 4-6 Funded ADA	B-2	71.93
Grades 7-8 Funded ADA	B-3	83.38
Grades 9-12 Funded ADA	B-4	219.56
Total Funded ADA (Sum of B-1 through B-4)	B-5	458.21
BASE GRANT [EC 42238.02(i)(1)]		
Grades TK/K-3 Base Grant (A-21 * B-1)	C-1 $	843,317
Grades 4-6 Base Grant (A-16 * B-2)	C-2 $	669,237
Grades 7-8 Base Grant (A-17 * B-3)	C-3 $	798,780
Grades 9-12 Base Grant (A-22 * B-4)	C-4 $	2,501,008
Total Base Grant (Sum of C-1 through C-4)	C-5 $	4,812,342
SUPPLEMENTAL GRANT [EC 42238.02(e)]		
Unduplicated Pupil Percentage [EC 42238.02(b)(5)]	D-1	0.3395
Supplemental Grant Factor	D-2	0.2000
Grades TK/K-3 Supplemental Grant (C-1 * D-1 * D-2)	D-3 $	57,261
Grades 4-6 Supplemental Grant (C-2 * D-1 * D-2)	D-4 $	45,441
Grades 7-8 Supplemental Grant (C-3 * D-1 * D-2)	D-5 $	54,237
Grades 9-12 Supplemental Grant (C-4 * D-1 * D-2)	D-6 $	169,818
Total Supplemental Grant (Sum of D-3 through D-6)	D-7 $	326,757
CONCENTRATION GRANT [EC 42238.02(f)]		

Unduplicated Pupil Percentage for Concentration Cap [EC 42238.02(f)(2)]	E-1	0.1322
Percentage used to calculate Concentration Grant (amount by which E-1 exceeds 55 percent) [If E-1 is less than or equal to 0.55, 0; else (E-1 - 0.55)]	E-2	0.0000
Concentration Grant Factor	E-3	0.65
Grades TK/K-3 Concentration Grant (C-1 * E-2 * E-3)	E-4 $	0
Grades 4-6 Concentration Grant (C-2 * E-2 * E-3)	E-5 $	0
Grades 7-8 Concentration Grant (C-3 * E-2 * E-3)	E-6 $	0
Grades 9-12 Concentration Grant (C-4 * E-2 * E-3)	E-7 $	0
Total Concentration Grant (Sum of E-4 through E-7)	E-8 $	0
LCFF ENTITLEMENT ADD-ONS AND ADJUSTMENTS		
Total Base, Supplemental and Concentration Grant (C-5 + D-7 + E-8)	F-1 $	5,139,099
Add-on Amounts		
Economic Recovery Target Add-on [EC 42238.025(d)]	G-1 $	0
Prior Year Transitional Kindergarten Add-on Rate per ADA (Commencing with 2023-24)	G-2 $	0
Current Year Transitional Kindergarten Add-on Rate per ADA	G-3 $	2,813
Current Year Transitional Kindergarten ADA	G-4	4.88
Transitional Kindergarten Add-on [EC 42238.02(g)(2)] (G-3 * G-4)	G-5 $	13,727
Total Add-on Amounts (G-1 + G-5)	G-6 $	13,727
LCFF Entitlement before Adjustments (F-1 + G-6)	H-1 $	5,152,826
Miscellaneous Adjustments	H-2 $	0
Total LCFF Entitlement (H-1 + H-2)	H-3 $	5,152,826
LCFF FUNDING [EC 42238.02(j)]		
Local Revenue (In-lieu of Property Taxes) [EC 47632 & 47635]		
For Countywide charter schools [EC 47605.6], County Program charter schools [EC 47605.5], or State Board of Education approved charter schools [EC 47605(k)], skip I-1 through I-3; I-4 is from the Local Revenue Detail by District of Residence (LRDDR) exhibit. If Statewide Benefit charter school, skip I-1 through I-4.		
Tax per ADA Rate	I-1 $	5,838.61
Current Year Funded ADA (Equals B-5)	I-2	458.21
Base Grant (Equals C-5)	I-3 $	4,812,342

Total In-lieu of Property Taxes (Lesser of (I-1 * I-2) or I-3 or equals G-1 from LRDDR)	I-4 $	2,675,309
Gross State Aid (H-3 - I-4; if less than 0, I-5 = 0)	I-5 $	2,477,517
Education Protection Account Entitlement	I-6 $	91,642
Net State Aid (I-5 - I-6; if less than 0, I-7 = 0)	I-7 $	2,385,875

MINIMUM STATE AID [EC 42238.03(e)]

2012-13 General Purpose Funding Rate per ADA	J-1 $	0.00
Current Year Funded ADA (Equals B-5)	J-2	458.21
Adjusted General Purpose Funding (J-1 * J-2)	J-3 $	0
Minimum State Aid Adjustments	J-4 $	0
Local Revenue (In-lieu of Property Taxes) (Equals I-4)	J-5 $	2,675,309
Education Protection Account Entitlement (Equals I-6)	J-6 $	91,642
General Purpose Funding Minimum State Aid (J-3 + J-4 - J-5 - J-6; if less than 0, J-7 = 0)	J-7 $	0
2012-13 Categorical Program Entitlements excluding EC 42606 and 47634.1 (If J-2 = 0, J-8 = 0)	J-8 $	0
Charter School Categorical Program Entitlement Rate per ADA for EC 42606 and 47634.1	J-9 $	0.00
Charter School Categorical Program Funding for EC 42606 and 47634.1 adjusted for Current Year Funded ADA (J-2 * J-9)	J-10 $	0
Categorical Minimum State Aid (J-8 + J-10)	J-11 $	0
Minimum State Aid Guarantee (J-7 + J-11)	J-12 $	0

LCFF STATE AID [EC 42238.03 (c) & (e)]

EC 47635(a)(4) Offset (I-4 + J-12 - F-1; if less than 0, K-1 = 0)	K-1 $	0
Additional State Aid to Meet the Minimum Guarantee Adjusted for EC 47635(a)(4) (J-12 - K-1 - I-7; if less than 0, K-2 = 0)	K-2 $	0
LCFF State Aid, Adjusted for Minimum State Aid Guarantee and EC 47635(a)(4) Offset (I-7 + K-2)	K-3 $	2,385,875

INFORMATIONAL DATA

Sponsoring School District Information

The sponsoring school district is the school district responsible for transferring in-lieu of property taxes to the charter school as defined by EC 47632. If the charter school reports ADA by district of residence, refer to the LRDDR exhibit for sponsoring school district information. If Statewide Benefit charter school, skip L-1 through L-3.

Sponsoring School Districts County-District Code	L-1	44 75432
Sponsoring School District	L-2	Scotts Valley Unified
In-lieu of Property Taxes Transfer Rate per ADA (I-4/B-5)	L-3 $	5,838.61

LCFF Rate per ADA

Disclaimer: The rates provided below are for informational purposes only and may not represent total funding per unit of ADA.

Grades TK/K-3 [A-21 + (A-21* D-1 * D-2) + (A-21 * E-2 * E-3)]	M-1 $	10,806.08
Grades 4-6 [A-16 + (A-16 * D-1 * D-2) + (A-16 * E-2 * E-3)]	M-2 $	9,935.74
Grades 7-8 [A-17 + (A-17 * D-1 * D-2) + (A-17 * E-2 * E-3)]	M-3 $	10,230.48
Grades 9-12 [A-22 + (A-22 * D-1 * D-2) + (A-22 * E-2 * E-3)]	M-4 $	12,164.45

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"Questions: Principal Apportionment Section | pase@cde.ca.gov | 916-324-4541"

Web Policy

oxford OCS CONSULTING SERVICES, INC.

Corporate Headquarters
300 Corporate Center Drive
Manalapan, NJ 07726
Tel (732) 761-1955
Fax (732) 761-8404
(800) 718-8855
www.oxfordconsulting.com

"Your Staffing Source for Educational and Therapeutic Professionals."

Invoice

Date	Invoice #
11/30/2023	162590

Bill To
California Online Public Schools LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
		Services Provided in November 2023		
		Paraprofessional Services Grade Band Para Support		
	1,534.09	CalOPS Grade Band Para Support	45.00	69,034.05
		Verification forms attached		
			Total	$69,034.05

Service Provider/ Therapist Name	**Service Provided** (Please use SEIS Service Code	**Service Date** (Actual Service Date)	**Service Duration - Hourly** (Actual Length of Service)	**Hourly Fee** (Rate from Signed Master Contract)	**Amount Due** (Service Duration x Hourly Fee)
Natalie Hoss	Paraprofessional	11/1/2023	6.50	$45.00	$292.50
Natalie Hoss	Paraprofessional	11/6/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/7/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/8/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/9/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/13/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/14/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/15/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/16/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/17/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/27/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/28/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/29/2023	6.00	$45.00	$270.00
Natalie Hoss	Paraprofessional	11/30/2023	6.00	$45.00	$270.00
Laurelle Flax	Paraprofessional	11/1/2023	7.50	$45.00	$337.50
Laurelle Flax	Paraprofessional	11/2/2023	7.50	$45.00	$337.50
Laurelle Flax	Paraprofessional	11/3/2023	7.00	$45.00	$315.00
Laurelle Flax	Paraprofessional	11/6/2023	7.00	$45.00	$315.00
Laurelle Flax	Paraprofessional	11/7/2023	7.25	$45.00	$326.25
Laurelle Flax	Paraprofessional	11/8/2023	7.25	$45.00	$326.25
Laurelle Flax	Paraprofessional	11/9/2023	7.25	$45.00	$326.25
Laurelle Flax	Paraprofessional	11/13/2023	7.50	$45.00	$337.50
Laurelle Flax	Paraprofessional	11/14/2023	7.00	$45.00	$315.00
Laurelle Flax	Paraprofessional	11/15/2023	7.50	$45.00	$337.50
Laurelle Flax	Paraprofessional	11/16/2023	7.00	$45.00	$315.00
Laurelle Flax	Paraprofessional	11/17/2023	7.00	$45.00	$315.00
Laurelle Flax	Paraprofessional	11/27/2023	7.00	$45.00	$315.00
Laurelle Flax	Paraprofessional	11/28/2023	7.00	$45.00	$315.00
Laurelle Flax	Paraprofessional	11/29/2023	7.50	$45.00	$337.50
Laurelle Flax	Paraprofessional	11/30/2023	7.50	$45.00	$337.50
Lauren Clemison	Paraprofessional	11/1/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/2/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/3/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/6/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/7/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/8/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/9/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/13/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/14/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/15/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/16/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/17/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/27/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/28/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/29/2023	6.00	$45.00	$270.00
Lauren Clemison	Paraprofessional	11/30/2023	6.00	$45.00	$270.00

Kourtney Clark	Paraprofessional	11/1/2023	6.00	$45.00	$270.00
Kourtney Clark	Paraprofessional	11/2/2023	6.00	$45.00	$270.00
Kourtney Clark	Paraprofessional	11/3/2023	7.00	$45.00	$315.00
Kourtney Clark	Paraprofessional	11/6/2023	7.75	$45.00	$348.75
Kourtney Clark	Paraprofessional	11/7/2023	6.00	$45.00	$270.00
Kourtney Clark	Paraprofessional	11/8/2023	7.67	$45.00	$345.15
Kourtney Clark	Paraprofessional	11/9/2023	7.75	$45.00	$348.75
Kourtney Clark	Paraprofessional	11/13/2023	7.75	$45.00	$348.75
Kourtney Clark	Paraprofessional	11/14/2023	7.75	$45.00	$348.75
Kourtney Clark	Paraprofessional	11/15/2023	7.42	$45.00	$333.90
Kourtney Clark	Paraprofessional	11/16/2023	6.00	$45.00	$270.00
Kourtney Clark	Paraprofessional	11/17/2023	7.00	$45.00	$315.00
Kourtney Clark	Paraprofessional	11/29/2023	7.75	$45.00	$348.75
Kourtney Clark	Paraprofessional	11/30/2023	7.75	$45.00	$348.75
Gabriella Martinez	Paraprofessional	11/1/2023	7.00	$45.00	$315.00
Gabriella Martinez	Paraprofessional	11/2/2023	6.00	$45.00	$270.00
Gabriella Martinez	Paraprofessional	11/3/2023	6.00	$45.00	$270.00
Gabriella Martinez	Paraprofessional	11/6/2023	6.00	$45.00	$270.00
Gabriella Martinez	Paraprofessional	11/7/2023	6.00	$45.00	$270.00
Gabriella Martinez	Paraprofessional	11/8/2023	7.00	$45.00	$315.00
Gabriella Martinez	Paraprofessional	11/9/2023	6.00	$45.00	$270.00
Gabriella Martinez	Paraprofessional	11/13/2023	6.00	$45.00	$270.00
Gabriella Martinez	Paraprofessional	11/14/2023	6.00	$45.00	$270.00
Gabriella Martinez	Paraprofessional	11/15/2023	7.00	$45.00	$315.00
Gabriella Martinez	Paraprofessional	11/16/2023	6.00	$45.00	$270.00
Gabriella Martinez	Paraprofessional	11/17/2023	6.00	$45.00	$270.00
Gabriella Martinez	Paraprofessional	11/27/2023	6.00	$45.00	$270.00
Gabriella Martinez	Paraprofessional	11/28/2023	6.00	$45.00	$270.00
Gabriella Martinez	Paraprofessional	11/29/2023	7.00	$45.00	$315.00
Gabriella Martinez	Paraprofessional	11/30/2023	6.00	$45.00	$270.00
Edna Guerrera	Paraprofessional	11/1/2023	7.25	$45.00	$326.25
Edna Guerrera	Paraprofessional	11/2/2023	6.75	$45.00	$303.75
Edna Guerrera	Paraprofessional	11/3/2023	7.25	$45.00	$326.25
Edna Guerrera	Paraprofessional	11/6/2023	7.25	$45.00	$326.25
Edna Guerrera	Paraprofessional	11/7/2023	6.75	$45.00	$303.75
Edna Guerrera	Paraprofessional	11/8/2023	6.75	$45.00	$303.75
Edna Guerrera	Paraprofessional	11/9/2023	7.25	$45.00	$326.25
Edna Guerrera	Paraprofessional	11/13/2023	7.25	$45.00	$326.25
Edna Guerrera	Paraprofessional	11/14/2023	6.75	$45.00	$303.75
Edna Guerrera	Paraprofessional	11/15/2023	7.25	$45.00	$326.25
Edna Guerrera	Paraprofessional	11/16/2023	7.25	$45.00	$326.25
Edna Guerrera	Paraprofessional	11/17/2023	7.25	$45.00	$326.25
Edna Guerrera	Paraprofessional	11/27/2023	6.50	$45.00	$292.50
Edna Guerrera	Paraprofessional	11/28/2023	7.25	$45.00	$326.25

Edna Guerrera	Paraprofessional	11/29/2023	6.50	$45.00	$292.50
Edna Guerrera	Paraprofessional	11/30/2023	6.50	$45.00	$292.50
Heather Hilaman	Paraprofessional	11/1/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/2/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/3/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/6/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/7/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/8/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/9/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/13/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/14/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/15/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/16/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/17/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/27/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/28/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/29/2023	6.00	$45.00	$270.00
Heather Hilaman	Paraprofessional	11/30/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/1/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/2/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/3/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/6/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/7/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/8/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/9/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/13/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/14/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/15/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/16/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/17/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/27/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/28/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/29/2023	6.00	$45.00	$270.00
Lauren Fleischmann	Paraprofessional	11/30/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/1/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/2/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/3/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/6/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/7/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/8/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/9/2023	6.00	$45.00	$270.00

Raquel Salazar	Paraprofessional	11/13/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/14/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/15/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/16/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/17/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/27/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/28/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/29/2023	6.00	$45.00	$270.00
Raquel Salazar	Paraprofessional	11/30/2023	6.00	$45.00	$270.00
Lorie Nieva	Paraprofessional	11/1/2023	7.50	$45.00	$337.50
Lorie Nieva	Paraprofessional	11/2/2023	7.50	$45.00	$337.50
Lorie Nieva	Paraprofessional	11/3/2023	7.50	$45.00	$337.50
Lorie Nieva	Paraprofessional	11/6/2023	7.50	$45.00	$337.50
Lorie Nieva	Paraprofessional	11/7/2023	7.50	$45.00	$337.50
Lorie Nieva	Paraprofessional	11/8/2023	7.50	$45.00	$337.50
Lorie Nieva	Paraprofessional	11/9/2023	7.75	$45.00	$348.75
Lorie Nieva	Paraprofessional	11/13/2023	7.75	$45.00	$348.75
Lorie Nieva	Paraprofessional	11/14/2023	7.75	$45.00	$348.75
Lorie Nieva	Paraprofessional	11/15/2023	7.75	$45.00	$348.75
Lorie Nieva	Paraprofessional	11/16/2023	7.75	$45.00	$348.75
Lorie Nieva	Paraprofessional	11/17/2023	7.75	$45.00	$348.75
Lorie Nieva	Paraprofessional	11/27/2023	7.75	$45.00	$348.75
Lorie Nieva	Paraprofessional	11/28/2023	7.75	$45.00	$348.75
Lorie Nieva	Paraprofessional	11/29/2023	7.75	$45.00	$348.75
Lorie Nieva	Paraprofessional	11/30/2023	7.75	$45.00	$348.75
Patricia Cruz	Paraprofessional	11/1/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/2/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/3/2023	6.00	$45.00	$270.00
Patricia Cruz	Paraprofessional	11/6/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/7/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/8/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/9/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/13/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/14/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/15/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/16/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/17/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/27/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/28/2023	8.00	$45.00	$360.00
Patricia Cruz	Paraprofessional	11/29/2023	7.00	$45.00	$315.00
Patricia Cruz	Paraprofessional	11/30/2023	7.00	$45.00	$315.00

Leticia Filer	Paraprofessional	11/1/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/2/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/3/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/6/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/7/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/8/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/9/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/13/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/14/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/15/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/16/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/17/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/27/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/28/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/29/2023	7.00	$45.00	$315.00
Leticia Filer	Paraprofessional	11/30/2023	7.00	$45.00	$315.00
Jessica Johnson	Paraprofessional	11/1/2023	7.00	$45.00	$315.00
Jessica Johnson	Paraprofessional	11/2/2023	6.00	$45.00	$270.00
Jessica Johnson	Paraprofessional	11/3/2023	6.00	$45.00	$270.00
Jessica Johnson	Paraprofessional	11/6/2023	6.00	$45.00	$270.00
Jessica Johnson	Paraprofessional	11/7/2023	6.00	$45.00	$270.00
Jessica Johnson	Paraprofessional	11/8/2023	7.00	$45.00	$315.00
Jessica Johnson	Paraprofessional	11/9/2023	6.00	$45.00	$270.00
Jessica Johnson	Paraprofessional	11/13/2023	6.00	$45.00	$270.00
Jessica Johnson	Paraprofessional	11/14/2023	6.00	$45.00	$270.00
Jessica Johnson	Paraprofessional	11/15/2023	7.00	$45.00	$315.00
Jessica Johnson	Paraprofessional	11/16/2023	6.00	$45.00	$270.00
Jessica Johnson	Paraprofessional	11/17/2023	6.00	$45.00	$270.00
Jessica Johnson	Paraprofessional	11/27/2023	6.00	$45.00	$270.00
Jessica Johnson	Paraprofessional	11/28/2023	6.00	$45.00	$270.00
Jessica Johnson	Paraprofessional	11/29/2023	7.00	$45.00	$315.00
Jessica Johnson	Paraprofessional	11/30/2023	6.00	$45.00	$270.00
Amy Ziello	Paraprofessional	11/1/2023	7.00	$45.00	$315.00
Amy Ziello	Paraprofessional	11/2/2023	7.00	$45.00	$315.00
Amy Ziello	Paraprofessional	11/3/2023	7.00	$45.00	$315.00
Amy Ziello	Paraprofessional	11/6/2023	6.00	$45.00	$270.00
Amy Ziello	Paraprofessional	11/7/2023	6.00	$45.00	$270.00
Amy Ziello	Paraprofessional	11/8/2023	7.00	$45.00	$315.00
Amy Ziello	Paraprofessional	11/9/2023	6.00	$45.00	$270.00
Amy Ziello	Paraprofessional	11/13/2023	6.00	$45.00	$270.00
Amy Ziello	Paraprofessional	11/14/2023	6.00	$45.00	$270.00
Amy Ziello	Paraprofessional	11/15/2023	7.00	$45.00	$315.00

Amy Ziello	Paraprofessional	11/16/2023	6.00	$45.00	$270.00
Amy Ziello	Paraprofessional	11/17/2023	6.00	$45.00	$270.00
Amy Ziello	Paraprofessional	11/27/2023	6.00	$45.00	$270.00
Amy Ziello	Paraprofessional	11/28/2023	6.00	$45.00	$270.00
Amy Ziello	Paraprofessional	11/29/2023	7.00	$45.00	$315.00
Evelyn Wimby	Paraprofessional	11/1/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/2/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/3/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/6/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/7/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/8/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/9/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/13/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/14/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/15/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/16/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/17/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/27/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/28/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/29/2023	6.00	$45.00	$270.00
Evelyn Wimby	Paraprofessional	11/30/2023	6.00	$45.00	$270.00
			1534.09		
TOTALS			**1534.09**		**$ 69,034.05**

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Invoice

Date	Invoice #
11/30/2023	162601

Bill To
California Online Public Schools So Cal LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
		Services provided in November 2023		
	23.16	Counseling services provided by Ana Rosario	107.00	2,478.12
	11	Counseling services provided by Takia Fischer	107.00	1,177.00
	2.5	Psych services provided by Joyce Carrillo	107.00	267.50
	3.5	BCBA services provided by Karly Tipton	125.00	437.50
	20.75	BCBA services proided by Sheri Kennedy	125.00	2,593.75
	2	PT services provided by Daryl Murdock	108.00	216.00
	1	PT eval provided by Daryl Murdock	600.00	600.00
	10.5	PT services provided by Michelle Perry	108.00	1,134.00
	1.5	OT services provided by Connie Choi	107.00	160.50
	6	OT services provided by Jocelyn Del Rosario	107.00	642.00
	8.42	OT services provided by Dyanne Van Peter	107.00	900.94
	13.52	OT services provided by Alexis Wilson	107.00	1,446.64
	1	OT eval provided by Alexis Wilson	600.00	600.00
	13.08	ST services provided by Catherine Bogues	107.00	1,399.56
	1.5	ST services provided by Jennifer Ai	107.00	160.50
	50.08	ST services provided by Nichole Dziama	107.00	5,358.56
	10.75	ST services provided by Nohemi Mofatt	107.00	1,150.25
			Total	

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Invoice

Date	Invoice #
11/30/2023	162601

Bill To
California Online Public Schools So Cal LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
	5.58	ST services provided by Laura Kovalenko	107.00	597.06
	1	ST services provided by Missy Vail	107.00	107.00
	3.5	ST services provided by Julie Doan	107.00	374.50
	3	ST services provided by Christine Torio	107.00	321.00
	11	ST services provided by Kylie Buatsi	107.00	1,177.00
	1	ST eval provided by Kylie Buatsi	600.00	600.00
	3	ST eval provided by Kelly Brown	600.00	1,800.00
			Total	$25,699.38

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/01/2023	Ana Rosario Urena	Connections Academy- SoCal	Aenghus Decker-Knealing	Counseling	12:00 PM	12:45 PM	0.75	Regular	Aenghus joined session on time and ready for discussion. He presented with cheerful and content moods, with congruent affect. Continued working on identifying areas in need of change/improvement. Aenghus reported wanting extra help at school to complete his assignments and project, as he noted them as helpful and beneficial. He expressed feeling nervous about contacting his teacher at times. We will work on increasing self-advocacy and practicing asking for help.
11/08/2023	Ana Rosario Urena	Connections Academy- SoCal	Aenghus Decker-Knealing	Counseling	12:00 PM	12:45 PM	0.75	Regular	Aenghus joined session on time and ready for discussion. He presented with cheerful and content moods, with congruent affect. Introduced conversation on CBT Cognitive Triangle to increase awareness of thoughts impact on behavior and feelings. Aenghus was actively engaged in discussion. Worked on hypothetical scenarios to practice identifying the interaction between thoughts, feelings, and behaviors. We will learn about "Cognitive Distortions/Unhelpful Thinking Styles" during our next session.
11/15/2023	Ana Rosario Urena	Connections Academy- SoCal	Aenghus Decker-Knealing	Counseling	12:00 PM	12:45 PM	0.75	Regular	Aenghus joined session on time and ready for discussion. He presented with cheerful and content moods, with congruent affect. Introduced conversation on Cognitive Distortions (a.k.a., Unhelpful Thinking Styles) to increase awareness of thoughts impact on behavior and feelings. Aenghus was actively engaged in discussion. Worked on hypothetical scenarios to practice identifying the interaction between thoughts, feelings, and behaviors. We will continue learning about "Cognitive Distortions/Unhelpful Thinking Styles" during our next session.
11/29/2023	Ana Rosario Urena	Connections Academy- SoCal	Aenghus Decker-Knealing	Counseling	12:00 PM	12:45 PM	0.75	Regular	Aenghus joined session on time and ready for discussion. He presented with cheerful and content moods, with congruent affect. Continued working on Cognitive Distortions (a.k.a., Unhelpful Thinking Styles) to increase awareness of thoughts impact on behavior and feelings. Aenghus was actively engaged in discussion. He shared having difficulty with self-labelling, which impacts his self-esteem and confidence. We will continue learning about "Cognitive Distortions/Unhelpful Thinking Styles" during our next session.
							3.00		
11/15/2023	Ana Rosario Urena	Connections Academy- SoCal	Agustin Perez	Counseling	04:30 PM	05:00 PM	0.50	Regular	Camera off throughout the session. Agustin joined the session on time and ready for discussion. He presented with content and calm moods, with congruent affect. Agustin checked in feeling "good and doing well with school assignments." Continued working on rapport building and identifying areas for growth. Agustin appeared more comfortable sharing his thoughts and preferences. He also initiated brief conversations and asked questions during session. We also worked on turn-taking and impulse control via a game. Agustin benefited from gentle reminders to slow down before making a decision. We will continue working on "stop and think" strategies during our next session.
11/29/2023	Ana Rosario Urena	Connections Academy- SoCal	Agustin Perez	Counseling	09:00 AM	09:30 AM	0.50	Regular	Camera off throughout the session. Agustin joined the session on time and was ready for discussion. He presented with content and calm moods, with congruent affect. Agustin checked in feeling "good and doing well with school assignments." Discussed Augustin's experience with friendships. He expressed having difficulty developing and maintaining friends. Provided psychoeducation on basic communication skills. Agustin seemed to have difficulty understanding some of the concepts. Nonetheless, he was engaged in discussion and shared his challenges with communication. We will work on identifying Agustin's communication style during our next session.
							1.00		
11/01/2023	Ana Rosario Urena	Connections Academy- SoCal	Alexander Oropeza	Counseling	02:00 PM	02:20 PM	0.33	Regular	Camera was off throughout the session. Alex joined session on time and ready for discussion. Alex sounded content and checked-in feeling "good and doing well at school." Continued discussing how over-generalization and personalization of thoughts impact Alex' thoughts, feelings, and behavior. He reported mainly struggling with anger and controlling his temper and actions. We will continue working on understanding anger and how it presents for Alex.
11/08/2023	Ana Rosario Urena	Connections Academy- SoCal	Alexander Oropeza	Counseling	02:00 PM	02:20 PM	0.33	Regular	Camera was off throughout the session. Alex joined session on time and ready for discussion. Alex sounded content and checked-in feeling "good and doing well at school." Worked on identifying sources/triggers of anger for Alex, which included being disappointed, feeling betrayed, and when people make unkind comments about his family. Alex benefited from visual aids (e.g., feelings thermometer and a list of behaviors) to reflect, identify, and name his experiences. We will continue learning about anger during our next session.
11/15/2023	Ana Rosario Urena	Connections Academy- SoCal	Alexander Oropeza	Counseling	02:00 PM	02:20 PM	0.33	Regular	Camera was off throughout the session. Alex joined session 7 minutes late and ready for discussion. Alex sounded content and checked-in feeling "good and doing well at school." Continued discussing Alex's expressed dislike for disappointment and how it impacts his mood. We will continue learning about anger during our next session.
11/29/2023	Ana Rosario Urena	Connections Academy- SoCal	Alexander Oropeza	Counseling	02:00 PM	02:20 PM	0.33	Regular	Camera was off throughout the session. Alex joined session 9 minutes late and ready for discussion. Alex sounded content and checked-in feeling "good and doing well at school." He shared he has been recently working hard on a math project. Checked in about Alex' recent family events for the holidays. He shared enjoying spending time connecting and spending time with his family. Alex openly shared about his personal preferences and wishes for the future. We will continue learning about anger during our next session.
							1.33		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/07/2023	Ana Rosario Urena	Connections Academy- SoCal	Alexicona Howard	Counseling	09:00 AM	09:30 AM	0.50	Regular	Alexicona joined session on time. Camera was off throughout the session. She checked-in feeling "ok and doing good at school." Discussed her challenges with mental health symptoms and its impact on family relations, mood, and thoughts. Alexicona expressed she often isolates as a result of experiencing these symptoms and not feeling comfortable having conversations about these topics with her family. We will continue discussing these challenges during our next session.
11/14/2023	Ana Rosario Urena	Connections Academy- SoCal	Alexicona Howard	Counseling	09:00 AM	09:30 AM	0.50	Regular	Alexicona joined session 3 minutes late and ready for discussion. Camera was off throughout the session. She checked-in feeling "ok and doing good at school." Continued discussing challenges with mental health symptoms and its impact on family relations, mood, and thoughts. Alexicona expressed her challenges with feeling "misunderstood and out of place." Briefly discussed Alexicona's difficulties with openly sharing her true emotions and feelings with immediate family members. We will continue discussing these challenges during our next session.
11/15/2023	Ana Rosario Urena	Connections Academy- SoCal	Alexicona Howard	IEP Prep	09:00 AM	10:00 AM	1.00	IEP Prep	IEP Prep (reviewing records, psych evals, and new goals)
11/16/2023	Ana Rosario Urena	Connections Academy- SoCal	Alexicona Howard	IEP Attendance	01:30 PM	02:30 PM	1.00	IEP Attendanc	Attended triennial IEP
11/28/2023	Ana Rosario Urena	Connections Academy- SoCal	Alexicona Howard	Counseling	09:00 AM	10:00 AM	1.00	Regular	Alexicona joined session 10 minutes late and ready for discussion. Camera was off throughout the session. She checked-in feeling "ok and doing good at school." Continued discussing challenges with mental health symptoms and its impact on family relations, mood, and thoughts. Alexicona expressed her challenges navigating anxiety. Discussed specific examples of how anxiety impacts her ability to interact with others, and physiological experiences (shaky hands and heart beating fast). Provided psychoeducation to help increase understanding of anxiety. Briefly discussed the ideal scenario that would be most helpful for Alexicona. Briefly discussed ways of coping. We will continue discussing these challenges and mindfulness techniques during our next session.
							4.00		
11/07/2023	Ana Rosario Urena	Connections Academy- SoCal	Chloe Proenca-Hagerman	Counseling	03:00 PM	03:30 PM	0.50	Regular	Chloe joined session on time and ready for discussion. She checked in feeling "good and doing well at school." Chloe presented with content moods, with congruent affect. This provider created space for Chloe to express her feelings and thoughts. Checked in about family, personal, and academic changes and progress. Chloe continues to benefit from normalization, time to build trust, and safe space to share about aspects of her life. She openly shared about past experiences and adventures with her family. Briefly discussed Chloe's career dreams and interests.
11/15/2023	Ana Rosario Urena	Connections Academy- SoCal	Chloe Proenca-Hagerman	Counseling	08:30 AM	09:00 AM	0.50	Regular	Chloe joined session on time and ready for discussion. She checked in feeling "good and doing well at school except for ELA class." Chloe presented with content moods, with congruent affect. This provider created space for Chloe to express her feelings and thoughts. Checked in about family, personal, and academic changes and progress. Chloe continues to benefit from normalization, time to build trust, and safe space to share about aspects of her life. Briefly discussed Chloe's values, qualities, and expectations of others. She shared about current family stressors.
11/27/2023	Ana Rosario Urena	Connections Academy- SoCal	Chloe Proenca-Hagerman	IEP Prep	07:00 AM	08:00 AM	1.00	IEP Prep	Prepping for IEP meeting (reviewing educational records, psych report, counseling notes, updating progress on goals, and drafting new goals.
11/28/2023	Ana Rosario Urena	Connections Academy- SoCal	Chloe Proenca-Hagerman	Counseling	03:00 PM	03:30 PM	0.50	Regular	Chloe joined session on time and ready for discussion. She checked in feeling "good" and trying her best to continue improving her grades and completing assignments. Chloe presented with content moods, with congruent affect. This provider created space for Chloe to express her feelings and thoughts. Discussed recent family events that have been anxiety provoking for Chloe. She reported doing well in managing her anxiety by connecting more with her brother and mother. Discussed challenges with experiencing "triggers and setbacks." Provided brief psychoeducation on the importance of engaging in self-care and coping strategies and identified some of Chloe's preferred relaxation techniques. We will continue working expanding coping skills to increase emotion regulation and balanced positive moods.
11/28/2023	Ana Rosario Urena	Connections Academy- SoCal	Chloe Proenca-Hagerman	IEP Attendance	10:30 AM	11:20 AM	0.83	IEP Attendanc	Attended Annual IEP
							3.33		
11/08/2023	Ana Rosario Urena	Connections Academy- SoCal	Jake Heffernan	Counseling	11:00 AM	11:30 AM	0.50	No Show	No show after 15-minute wait time. Texted student and parent to inquire about student attending his session. No response from student nor parent.
							0.50		
11/03/2023	Ana Rosario Urena	Connections Academy- SoCal	Masterson Young	Counseling	02:00 PM	02:30 PM	0.50	Regular	Masterson joined session on time and ready for discussion. Camera was off throughout the session. He checked in feeling "good and continuing trying his best to stay on track with school assignments." He reported sleeping well and trying his best to make healthy food choices and stay active. He stated not having much interaction with his friends and expressed desired for increasing socialization with peers. We will work on identifying ways for Masterson to increase interactions with peers.
11/17/2023	Ana Rosario Urena	Connections Academy- SoCal	Masterson Young	Counseling	02:00 PM	02:30 PM	0.50	Regular	Masterson joined session on time and was ready for discussion. Camera was off throughout the session. He checked in feeling "good and continuing to try his best to stay on track with school assignments." Worked on identifying ways for Masterson to increase interactions with peers. He continues to report not having much contact with peers his age, aside from brief interactions at his church. He reported being busy lately, which has slightly increased his overwhelmed/stress levels. However, he continues to practice sleep hygiene, helping increase his health and positive mood.
11/30/2023	Ana Rosario Urena	Connections Academy- SoCal	Masterson Young	IEP Attendance	08:00 AM	09:00 AM	1.00	IEP Attendanc	Attended annual IEP
11/30/2023	Ana Rosario Urena	Connections Academy- SoCal	Masterson Young	IEP Prep	07:00 AM	08:00 AM	1.00	IEP Prep	IEP Prep (reviewing educational/counseling records, psych reports, updating goals progress monitoring, and drafting new goal).

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
							3.00		
11/03/2023	Ana Rosario Urena	Connections Academy- SoCal	Nikai Young	Counseling	02:30 PM	03:00 PM	0.50	No Show	No show after 15-minute wait time. Reached to family. No response.
11/17/2023	Ana Rosario Urena	Connections Academy- SoCal	Nikai Young	Counseling	02:30 PM	03:00 PM	0.50	No Show	No show after 15-minute wait time. Reached out to student to inquire about attending session. No response. CM was made aware of student's limited attendance.
							1.00		
11/07/2023	Ana Rosario Urena	Connections Academy- SoCal	Rylee Wintland	Counseling	12:30 PM	01:00 PM	0.50	Regular	Rylee presented with content moods, with congruent affect. She joined session on time and ready for discussion. She checked in feeling "good and doing well with her school assignments." Rylee shared about recent increase in personal responsibilities and its impact on her ability to attend art classes. This provider created space for Rylee to express her feelings and thoughts as a result of those recent learnings. Rylee continues to benefit from validation, normalization, and safe space to share about aspects of her life that are important to her and that at times impact her mood and ability to complete her schoolwork. Discussed ways for Rylee to continue engaging in activities that stimulate her creativity given this is Rylee's main self-care activity.
11/14/2023	Ana Rosario Urena	Connections Academy- SoCal	Rylee Wintland	Counseling	12:30 PM	01:00 PM	0.50	Regular	Rylee presented with content and calm moods, with congruent affect. She joined session on time and ready for discussion. She checked in feeling "good and doing well with her school assignments." Rylee shared about recent contact with family members. Briefly discussed her limited social interaction and ways to increase opportunities to socialize with peers. This provider created space for Rylee to express her feelings and thoughts as a result of those recent learnings. Rylee continues to benefit from validation, normalization, and safe space to share about aspects of her life that are important to her and that at times impact her mood and ability to complete her schoolwork. Discussed ways for Rylee to continue engaging in activities that stimulate her creativity given this is Rylee's main self-care activity.
11/28/2023	Ana Rosario Urena	Connections Academy- SoCal	Rylee Wintland	Counseling	12:30 PM	01:00 PM	0.50	No Show	No show after 15-minute wait time. Texted student to inquire about attendance. No response.
							1.50		
11/15/2023	Ana Rosario Urena	Connections Academy- SoCal	Santiago Padilla	Counseling	04:00 PM	04:30 PM	0.50	Late Cancel	Late cancel due to family needs.
11/29/2023	Ana Rosario Urena	Connections Academy- SoCal	Santiago Padilla	Counseling	04:00 PM	04:30 PM	0.50	Regular	Santiago joined session on time and was ready for discussion. Camera was off throughout the session. He checked in feeling "good and doing well at school." Worked on rapport building, identifying goals and interests. Santiago openly shared about his family and hopes for the future. Briefly discussed some of the challenges that led Santiago to get into trouble in his previous school. We will continue working on a growth mindset.
							1.00		
11/03/2023	Ana Rosario Urena	Connections Academy- SoCal	Seven Isaacs	Counseling	12:30 PM	01:00 PM	0.50	Late Cancel	Late cancel. Reached out to parent to inquire about student attending session. Parent expressed having to cancel because it was a busy time for the family given, they were in the process of moving.
11/17/2023	Ana Rosario Urena	Connections Academy- SoCal	Seven Isaacs	Counseling	12:30 PM	01:00 PM	0.50	Regular	Seven joined the session 4 minutes late and was ready for discussion. He presented with content and calm moods, with congruent affect. Seven checked in feeling "good and doing well at school." Worked on joint attention and social skills using a preferred activity (chess game). He seemed excited about the game, was able to demonstrate good sportsmanship; however, he benefited from help with managing losing the game. Seven benefited from interventions that included validation, normalization, and gentle challenging of his thoughts, as evidenced by his thoughtful responses.
							1.00		
11/01/2023	Ana Rosario Urena	Connections Academy- SoCal	Sincere Miller	Counseling	11:30 AM	12:00 PM	0.50	Late Cancel	Student joined session on time. Upon joining, camera was off and student was not responding to provider for 4 minutes. Student answered the call. He reported being in the car with his family. Offered student to reschedule the appointment given the limited privacy and inability to see the material shared by this provider via shared screen.
11/08/2023	Ana Rosario Urena	Connections Academy- SoCal	Sincere Miller	Counseling	11:30 AM	12:00 PM	0.50	Late Cancel	Late cancel 11/08 at 11:22 am due to family vacation.
11/15/2023	Ana Rosario Urena	Connections Academy- SoCal	Sincere Miller	Counseling	11:30 AM	12:00 PM	0.50		Late cancel. Parent requested rescheduling services from Wednesdays to Friday. Provide CM with an update on student attendance and parent request.
							1.50		
11/03/2023	Ana Rosario Urena	Connections Academy- SoCal	Zen Cooper	Counseling	12:00 PM	12:30 PM	0.50	Regular	Zen joined session on time and ready for discussion. He presented with content and calm moods, with congruent affect. Zen checked in feeling "good and doing well at school." Worked on joined attention and social skills by discussing preferred topics such as "Halloween" celebration activities and the pros and cons of eating candy. Zen benefited from interventions that included validation, normalization, and gentle challenging of his thoughts as evidenced by his thoughtful responses.
11/17/2023	Ana Rosario Urena	Connections Academy- SoCal	Zen Cooper	Counseling	12:00 PM	12:30 PM	0.50	Regular	Zen joined the session on time and was ready for discussion. He presented with content and calm moods, with congruent affect. Zen checked in feeling "good and doing well at school." Worked on joint attention and social skills by discussing preferred topics such as "Thanksgiving festivities and Zen's upcoming birthday." Zen benefited from interventions that included validation, normalization, and gentle challenging of his thoughts, as evidenced by his thoughtful responses.
							1.00		
							23.16		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/14/2023	Takia Fischer	Connections Academy- SoCal	Audrinah Mendoza	IEP Prep	03:00 PM	03:30 PM	0.50	IEP Prep	progress monitor IEP
11/15/2023	Takia Fischer	Connections Academy- SoCal	Audrinah Mendoza	IEP Attendance	01:00 PM	02:00 PM	1.00	IEP Attendanc	progress monitor IEP; parent informed she could not get off of work
							1.50		
							1.50		
11/06/2023	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	Counseling	02:30 PM	03:00 PM	0.50	No Show	Isabella no show
11/13/2023	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	Counseling	02:30 PM	03:00 PM	0.50	No Show	student no show
11/27/2023	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	Counseling	02:30 PM	03:00 PM	0.50	Regular	student no show; SP waited 15 minutes; texted parent after session NR, SP sent connexus IA to CM
11/29/2023	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	IEP Prep	04:15 PM	04:45 PM	0.50	IEP Prep	seis goal progress update for Tri IEP
11/30/2023	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	IEP Attendance	01:00 PM	02:30 PM	1.50	IEP Attendanc	Triennial/ eligibility review
							3.50		
11/06/2023	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling	12:00 PM	12:30 PM	0.50	Regular	Counseling
11/13/2023	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling	12:00 PM	12:30 PM	0.50	Regular	Counseling
11/27/2023	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling and Guidance	12:00 PM	12:30 PM	0.50	Regular	emotion self reflection activity completed; student remained engaged.
							1.50		
11/02/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling	12:00 PM	12:30 PM	0.50	Regular	Counseling
11/02/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attendanc	progress monitoring IEP
11/09/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling	12:00 PM	12:30 PM	0.50	No Show	T Twyman no show
11/09/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling	12:30 PM	12:45 PM	0.25	Regular	Teacher Consultation
11/16/2023	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling	12:00 PM	12:45 PM	0.75	Regular	T. Twyman required prompting with self regulation scenarios on 85% of opportunities presented. Student would often respond with " I don't remember".
							3.00		
							11.00		

California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/27/2023	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	03:30 PM	04:00 PM	0.50	Regular	Counseling session
							0.50		
11/28/2023	Joyce Carrillo	Connections Academy- SoCal	Andrew Konshak	IEP Attendance	10:30 AM	11:00 AM	0.50	Regular	MD IEP
							0.50		
11/17/2023	Joyce Carrillo	Connections Academy- SoCal	Bryce Bartlett	Student Onboarding	09:00 AM	09:30 AM	0.50	Regular	onboarding
11/27/2023	Joyce Carrillo	Connections Academy- SoCal	Bryce Bartlett	IEP Attendance	02:30 PM	03:30 PM	1.00	IEP Attendanc	Annual IEP
							1.50		
							2.50		

California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/02/2023	Karly Tipton	Connections Academy- SoCal	Jaeden Srey	BII- BCBA	09:30 AM	10:00 AM	0.50	Regular	Individual behavior session
11/16/2023	Karly Tipton	Connections Academy- SoCal	Jaeden Srey	BII- BCBA	09:30 AM	10:00 AM	0.50	Regular	Individual Behavior Session
11/30/2023	Karly Tipton	Connections Academy- SoCal	Jaeden Srey	BII- BCBA	09:30 AM	10:00 AM	0.50	Regular	Individual Behavior Session
11/30/2023	Karly Tipton	Connections Academy- SoCal	Jaeden Srey	BII- BCBA	12:30 PM	01:00 PM	0.50	Make-Up	11/9 Make Up Session: Parent Consult Meeting
									2.00
11/30/2023	Karly Tipton	Connections Academy- SoCal	Nikai Young	BII- BCBA	03:45 PM	04:15 PM	0.50	Regular	Parent Consult Meeting
									0.50
11/29/2023	Karly Tipton	Connections Academy- SoCal	Treyce Miles	BII- BCBA	12:30 PM	01:00 PM	0.50	Make-Up	Consult meeting with parent
11/29/2023	Karly Tipton	Connections Academy- SoCal	Treyce Miles	BII- BCBA	10:00 AM	10:30 AM	0.50	Regular	Consult meeting with Case Manager
									1.00
							3.50		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/06/2023	Sheri Kennedy	Connections Academy- SoCal	Aenghus Decker-Knealing	BII- BCBA	02:00 PM	02:45 PM	0.75	Regular	Provider sent parent a reminder via text. Student arrived and did check in with BIS. BIS modeled for student and practiced self coping strategies. Student asked for help with a math test. BIS broke down the instructions and student used a multiplication chart to figure out problems. Student completed 10 problems with the support of the BIS. Student will continue to work on problems independently after the session. Student required minimal prompting to stay focused on the task.
							0.75		
11/07/2023	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	Provider sent a reminder via email to the parent. Provider waited 15 minutes. Parent did not respond and student did not show. BIS sent IA to the team regarding no shows.
11/14/2023	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	11:00 AM	1.00	Regular	Student arrived and checked in with the BIS. Student asked for help with his work, and needed parent to assist navigating the platform. Student required moderate prompting to follow the lesson and use the mouse appropriately. Student followed through each time he was redirected. Student stepped away to use the restroom. Parent collaborated with BIS on personal issues at home and how it was effecting the student. Student shared with BIS his emotional state and feelings. Student returned to his work and completed his math assignment given moderate prompting from the BIS.
11/28/2023	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	Provider sent a reminder to the parent via email. Provider waited 12 minutes. Student did not show and parent did not respond.
							3.00		
11/01/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	Student worked on 2 lessons, selecting the order of work. Student followed along and worked on social studies key words. Student attended given minimal prompting. Student completed his lessons and assessments given moderate prompting to select the correct answer.
11/06/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	09:00 AM	10:00 AM	1.00	Late Cancel	Parent sent BIS a message cancelling sessions due to being out of town. BIS received notice less than 24 hours notice.
11/13/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	Student arrived and checked in with BIS. Student required moderate to maximum support to focus and follow the lesson. BIS asked student if he needed a break. BIS collaborated with parent noticing student sounded like he may have had a cold. Parent confirmed student has a cold, but wanted to meet. BIS talked to the student about communicating his needs, if he is tired or not feeling well to let the BIS know. BIS provided additional support for the student to answer questions given choices. Student completed social studies lesson and assessment given no more than 2 prompts with 5/5 correct. Student requested another break after completing his work.
11/13/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	01:00 PM	02:00 PM	1.00	IEP Attendanc	BIS attended continuation of annual IEP. BIS gave update on students progress and participated in group discussion regarding speech assessment and goals.
11/15/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	Student arrived and greeted BIS. BIS checked in with student using his emotions chart. Student stated he felt great and more awake. Student worked on addition on IXL, and completed his math lesson. Student required moderate to maximum support understanding the addition, breaking apart the tens and using a number line. Student completed 5 out of 8 problems on his assessment. Parent will continue to help student after the session. Student required 3-4 prompts to focus and use appropriate phrases during the session.
11/27/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	Student arrived, parent and BIS collaborated to confirm Mondays schedule. Student asked for help with social studies, and then math. Student required moderate to maximum support to answer the questions accurately. Student participated in sharing symbols of our country. Student took turns looking at pictures and stating which each picture is. BIS helped student understand the symbol. Student earned free time at the end of the session and asked to look at national geographic video of snakes.
11/29/2023	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	Student arrived on time and greeted BIS independently. Student asked for a preferred break at the end of the session and completing his work. Student completed social studies and LA. Student required minimal to moderate prompting to stay on task and focused. Student completed both lessons and assessment questions given prompting and redirection. Student was able to answer accurately after reviewing notes from the lesson. Student earned free time at the end of the session.
							7.00		
11/03/2023	Sheri Kennedy	Connections Academy- SoCal	Nikai Young	BII- BCBA	09:00 AM	10:00 AM	1.00	Late Cancel	Parent sent BIS a message informing of late cancellation.

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/17/2023	Sheri Kennedy	Connections Academy- SoCal	Nikai Young	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	Student arrived and said he completed his work for the day and refused to review. BIS worked on self regulation and discussed upcoming break. Student responded but refused to review. BIS reached out to parent to discuss. Parent stepped in to redirect student. Student escalated and cried. Student returned and worked on his math test. Student complied and followed prompts. Student completed 4 out o5 problems on his test given support. Student earned free time. BIS followed up with parent to discuss improvement with students behavior.
11/17/2023	Sheri Kennedy	Connections Academy- SoCal	Nikai Young	BII- BCBA	04:00 PM	04:30 PM	0.50	Regular	Case manager and BIS collaborated regarding information needed by the team for the student to qualify for the mentoring program at the Boys and Girls Club. BIS completed the form and followed up with the CM for further instructions.
							2.50		
11/07/2023	Sheri Kennedy	Connections Academy- SoCal	Odalys Davalos Villagomez	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	Parent and student arrived on time. Student selected which task she wanted to work on first. Parent discussed concerns she is currently having with the student and safety. BIS went over different strategies, adding safety locks, first then approach, ignoring behavior and setting up consistent reinforcement system. Parent and BIS discussed the cause of the behavior, access to preferred items and attention. Student completed 4 more math problems and 2-3 picture sounds. Student earned reinforcement at the end of the session.
							0.50		
11/03/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	Student arrived and checked in with BIS. Student expressed feeling good and shared what he did over Halloween. Student reviewed all of his lessons and showed which projects he needs to complete with his parents. Student agreed to work on Language Arts and Internet Safety. Student asked BIS to read the information out loud. Student followed along and answered the questions with 100% accuracy. Student required minimal prompting to slow down and follow the lesson. Student earned free time.
11/07/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	Student arrived on time and reviewed his lessons. Student shared he was having difficulties completing a few lessons because he needs an access code. BIS followed up with his case manager to ask for assistance. Student completed his Language Arts lesson on context clues. Student completed the assessment with 3/4 accuracy. Student earned free time at the end of the lesson.
11/14/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	Student arrived and greeted BIS. Student appeared quiet and required prompting to respond to BIS questions. Student completed 4 lessons, and required moderate prompting to read through the questions and all of the answers before responding. Student required review to go over the story in internet safety and summarize the end of the story. Student followed through given 2 prompts and answered the questions correctly.
11/17/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	Student arrived on time and checked in with the BIS. Student said he has a lot of his mind. BIS asked student if he wanted to talk about anything, talk to his parents. Student shared crafts and a shelf he built independently that helps him keep his materials organized. BIS gave student praise. Student asked for help with science and internet safety. Student asked BIS to read out loud. Student required prompting to respond to questions. Student did not pass the quiz. BIS assisted student in emailing his teacher to request a retake. Student completed internet safety and received 2/3 on the questions. Student earned free time.
11/28/2023	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	Provider sent a reminder to the parent via text, and the student arrived. Student did a check in with the BIS, discussed his break and asked the BIS questions. Student worked on and completed his LA lesson, reviewed what he needs to access unit test, and emailed his teacher for the passcode. Student asked his LC for help downloading sample work so he can complete the assignment. Student stayed on task and problem solved with BIS.
							5.00		
11/02/2023	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	Student and parent arrived. Student was unable to join due to feeling upset and crying. Student closed the computer two times. Student rejoined and BIS asked student to take a minute for himself. BIS redirected student to a different topic and asked questions about Halloween. Student quickly redirected himself and started to de escalate. BIS talked to student about replacement behaviors when he is feeling upset and wants to close the computer. BIS and student added to the emotions list. Student worked on half of his math lesson and will continue independently after the session is over.
11/09/2023	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	Student arrived on time and appeared happy, alert and ready to work. Student greeted BIS and agreed to review the emotions chart. Student reviewed the list of situations that cause him to feel frustrated and what to do instead. Student and BIS worked on adding another item to the list. Student worked on math after the chart and completed half the lesson given minimal prompting to stay focused. Student earned free time at the end of the session.

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/16/2023	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	Student arrived on time, greeted the BIS and asked how I was doing. BIS prompted student to review his emotions list, student required 2 prompts to agree and follow through. BIS and student reviewed the self regulation list, and discussed strategies to use when feeling frustrated. Student worked on and completed half of his math lesson.
11/30/2023	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	08:00 AM	08:30 AM	0.50	Late Cancel	Student stopped to explain the problems and solve the answer given minimal prompting. Parent sent BIS a message via text cancelling session due to student being sick.
							2.00		
							20.75		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/28/2023	Daryl Murdock	Connections Academy- SoCal	Layla Stewart	PT Evaluation	11:30 AM	12:45 PM		Regular	Student: Layla Stewart 11/28/2023 Time frame: 11:30 AM to 12:45 PM Objective: Physical Therapy Assessment completed Daryl Murdock, PT
11/01/2023	Daryl Murdock	Connections Academy- SoCal	Leah Morales	Physical Therapy	03:30 PM	04:00 PM	0.50	Regular	Student: Leah Morales Date: 11/1/23 Scheduled physical therapy virtual session time frame: 3:30 PM - 4 PM S: Leah reports that she has been having problems with her asthma lately. Deanna said it would be okay to continue today with light exercises. O: Jumping jacks x 20. Single leg heel raises x 20. Dynamic gait training: Heel to toe walk, toe to heel walk x 20 ft. each, toe walk x 20 ft., heel walk x 20 ft., sumo wrestler walking x 40 ft., cariocas x 40 ft., and marching x 40 ft. Supine bridge using wiggle seat under the feet with alternating knee ext. x 12 each leg. Single leg stance(in seconds): left 30 seconds; right 30 seconds. Partial lunges x 6 each side. A: Great participation today. 11 using BORG RPE scale. P: Continue physical therapy per IEP. Daryl Murdock, PT
11/08/2023	Daryl Murdock	Connections Academy- SoCal	Leah Morales	Physical Therapy	03:30 PM	04:00 PM	0.50	Regular	Student: Leah Morales Date: 11/8/23 Scheduled physical therapy virtual session time frame: 3:30 PM - 4 PM S: Deanna reports that Leah's other therapy session ran late and they joined this session late. She also reports that Leah is having some difficulty with her asthma today. O: Jumping jacks x 20. Obstacle course x 40 ft. Marching on compliant surface. Side stepping on a balance beam. Single leg stance(in seconds): left 20 and 30 seconds; right 5 and 25 seconds. Partial lunges x 8 each side. Sumo wrestler walking x 20 ft. A: Great participation today. 13 using BORG RPE scale. P: Continue physical therapy per IEP. Daryl Murdock, PT
11/15/2023	Daryl Murdock	Connections Academy- SoCal	Leah Morales	Physical Therapy	03:30 PM	04:00 PM	0.50	Regular	Student: Leah Morales Date: 11/15/23 physical therapy virtual session time frame: 3:30 PM - 4 PM S: Leah reports that she isn't having difficulty with her asthma today. O: Jumping jacks x 20. Dynamic gait training: Heel to toe walk, toe to heel walk x 20 ft. each, toe walk x 20 ft., heel walk x 20 ft., sumo wrestler walking x 40 ft., cariocas x 40 ft., and marching x 40 ft. Sit ups x 28 repetitions. Supine bridge using wiggle seat under the feet with alternating knee ext. x 12 each leg. Side planks x 12 with knees extended. Front planks with alternating leg lift x 12 each leg. Single leg stance(in seconds): left 30 seconds; right 30 seconds. L and R single leg heel raise x 22 repetitions lifting the heel off of the floor. Partial lunges x 10 each side. Quadruped with alternating leg and arm lifts x 5 of 6 each with a broomstick balancing at her low back. A: Great participation today. 13 using BORG RPE scale. P: Continue physical therapy per IEP. Daryl Murdock, PT
11/29/2023	Daryl Murdock	Connections Academy- SoCal	Leah Morales	Physical Therapy	03:30 PM	04:00 PM	0.50	Regular	Student: Leah Morales Date: 11/29/23 physical therapy virtual session time frame: 3:30 PM - 4 PM S: Leah reports that she isn't having difficulty with her asthma today. O: Jumping jacks x 20. Dynamic gait training: Heel to toe walk, toe to heel walk x 20 ft. each, toe walk x 20 ft., heel walk x 20 ft., cariocas x 40 ft., and marching x 40 ft. Sit ups x 15 repetitions. Supine bridge using wiggle seat under the feet with alternating knee ext. x 10 each leg. Side planks x 10 with knees extended. Front planks with alternating leg lift x 10 each leg. Single leg stance(in seconds): left 30 seconds; right 22 seconds. Heel raises x 25 repetitions lifting the heel off of the floor. Partial lunges x 10 each side. Underhand ball toss catches with feet staggered having 5 of 10 and 6 of 10 successful catches. A: Great participation today. 13 using BORG RPE scale. P: Continue physical therapy per IEP. Daryl Murdock, PT
									2.00
							2.00		

2.00 hours + 1 Eval

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California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/07/2023	Michelle Perry	Connections Academy- SoCal	Aenghus Decker-Knealing	Physical Therapy	12:30 PM	01:00 PM	0.50	No Show	no show for appt
11/13/2023	Michelle Perry	Connections Academy- SoCal	Aenghus Decker-Knealing	Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	student present for session treatment with emphasis of goal Goal: Aenghus will be able to complete an upper extremity and lower extremity synchronous task (such as jumping jacks or runners lunge switch jumps) for 10 reps on 2 out of 3 trials over 2 consecutive PT visits to demonstrate improved upper and lower extremity coordination. student demonstrated upper and lower extremity coordination with dynamic sitting and standing activities cont with IEP goal
							1.00		
11/02/2023	Michelle Perry	Connections Academy- SoCal	Athena Lindsay	Physical Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	late cancel, student sick
11/09/2023	Michelle Perry	Connections Academy- SoCal	Athena Lindsay	Physical Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	late cancel. Student sick
11/16/2023	Michelle Perry	Connections Academy- SoCal	Athena Lindsay	Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	physical therapy with emphasis on goal Athena will be able to stand on each leg with hands on hips for at least 10 seconds on 3 out of 5 trials to display improved balance, in 3 out of 5 trials.
							1.50		
11/07/2023	Michelle Perry	Connections Academy- SoCal	Cynthia Navarro	Physical Therapy	10:00 AM	10:30 AM	0.50	Regular	Student participated in therapy with serial cast on right foot and AFO on left LE. Student demonstrated needing verbal cues for one foot in front of the other with tandem walking on line. continue with IEP goals
11/14/2023	Michelle Perry	Connections Academy- SoCal	Cynthia Navarro	Physical Therapy	10:00 AM	10:30 AM	0.50	No Show	no show for scheduled PT appt
11/28/2023	Michelle Perry	Connections Academy- SoCal	Cynthia Navarro	Physical Therapy	10:00 AM	10:30 AM	0.50	Late Cancel	late cancel for PT appt
							1.50		
11/08/2023	Michelle Perry	Connections Academy- SoCal	Dajanlque Harding	Physical Therapy	12:30 PM	01:00 PM	0.50	No Show	no show for scheduled appointment
11/15/2023	Michelle Perry	Connections Academy- SoCal	Dajanique Harding	Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	session with emphasis on goal with gait training
11/29/2023	Michelle Perry	Connections Academy- SoCal	Dajanique Harding	Physical Therapy	12:30 PM	01:00 PM	0.50	Late Cancel	late cancel for PT appt. Parent had computer issues
							1.50		
11/13/2023	Michelle Perry	Connections Academy- SoCal	Josie Edwards	IEP Prep	05:30 PM	06:00 PM	0.50	IEP Prep	IEP prep
							0.50		
11/03/2023	Michelle Perry	Connections Academy- SoCal	Layla Stewart	Physical Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	late cancel from Catalina
11/14/2023	Michelle Perry	Connections Academy- SoCal	Layla Stewart	IEP Prep	04:30 PM	05:00 PM	0.50	IEP Prep	IEP prep
11/17/2023	Michelle Perry	Connections Academy- SoCal	Layla Stewart	Physical Therapy	09:30 AM	10:00 AM	0.50	No Show	no show for scheduled appt
							1.50		
11/07/2023	Michelle Perry	Connections Academy- SoCal	Munemitsu Matsuyama	IEP Attendance	01:00 PM	02:30 PM	1.50	IEP Attendanc	IEP zoom attendance
11/09/2023	Michelle Perry	Connections Academy- SoCal	Munemitsu Matsuyama	Physical Therapy	10:00 AM	10:30 AM	0.50	Late Cancel	late cancel. error on school with inputting on planner for student wrong time
11/17/2023	Michelle Perry	Connections Academy- SoCal	Munemitsu Matsuyama	Physical Therapy	10:00 AM	10:30 AM	0.50	No Show	No show for scheduled PT appt. case manager, and therapist advised.
11/30/2023	Michelle Perry	Connections Academy- SoCal	Munemitsu Matsuyama	Physical Therapy	10:00 AM	10:30 AM	0.50	Regular	BT and Mune present for session. PT session with emphasis on goal: By October 2024, Mune will be able to ascend 2 flights of stairs using a reciprocal pattern and one handrail and contact guard assistance, 3/4 trials as measured by observation. Student did well with session with stair training. Student required verbal and tactile cues for ascending stairs. Student demonstrated a step-to-gait pattern with ascending stairs. Student did not demonstrate reciprocal gait pattern on stairs. continue with IEP goals
							3.00		
							10.50		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/03/2023	Sun E (Connie) Choi	Connections Academy- SoCal	Joseph Campos	IEP Attendance	12:00 PM	01:00 PM	1.00	IEP Attendance	Interim-Annual IEP meeting
11/03/2023	Sun E (Connie) Choi	Connections Academy- SoCal	Joseph Campos	IEP Prep	08:15 AM	08:45 AM	0.50	IEP Prep	IEP prep
							1.50		
							1.50		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/01/2023	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	Occupational T	02:00 PM	03:00 PM	1.00	Regular	ST logged in promptly. Camera was off. ST was able to ID her zone of regulation. Was very receptive today in highly preferred topic. ST demonstrates appropriate use of self-regulation today and was able to control her emotion when she became bored and impatient.
11/02/2023	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	IEP Attendanc	02:00 PM	03:00 PM	1.00	IEP Attendanc	OT attended IEP meeting with all IDT + general classroom ed. teachers with parent. Discussed ST's new behavior for interventions.
11/03/2023	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	Occupational T	02:00 PM	03:00 PM	1.00	Regular	Consult provided to staff and parent to support ST's IEP goal in hygiene/hand hygiene and self-regulation.
11/08/2023	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	Occupational T	02:00 PM	03:00 PM	1.00	Regular	ST logged in on time with her camera off. ST remains very selective in the activity but was able to demonstrate acceptable self-control. Requires 1-2 prompts to self regulate.
11/15/2023	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	Occupational T	02:00 PM	03:00 PM	1.00	Regular	ST's camera was off and her audio was not working so ST was responding through the chat. ST attempted to convince OT if iPad was necessary during her OT. CT reached out to OT through texting that iPad sometimes trigger ST's aggressive behavior and they have been holding this from her. ST participated in OT today in a simple arts and craft (mask making) and ST turned on her camera and engaged in one-on-one pivotal interaction and ST responded very well.
11/29/2023	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	Occupational T	02:00 PM	03:00 PM	1.00	Regular	ST was seen on self-regulation. Reports not feeling well today and was very selective with activity. Did not want to do anything with her hands but asked the OT if she can use a tablet or iPad. Explored on other/non-electronic type of activity. ST agreed she will work on the assignment sent by OT.
							6.00		
							6.00		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/17/2023	Dyanne Van Peter	Connections Academy- SoCal	Anthony Almos	Occupational Therapy	09:00 AM	09:30 AM	0.50	No Show	OT waited online 15 mins. OT texted, called leaving VM and sent email to CT/LC. No response from parent.
							0.50		
11/28/2023	Dyanne Van Peter	Connections Academy- SoCal	Cole Johnson	Occupational Therapy	09:00 AM	10:00 AM	1.00	IEP Attendanc	Attended entire IEP. Parent has opted to hold OT until February 2024.
							1.00		
11/29/2023	Dyanne Van Peter	Connections Academy- SoCal	Demetrius Guidry	Occupational Therapy	01:30 PM	02:30 PM	1.00	IEP Attendanc	Attended entire IEP.
11/30/2023	Dyanne Van Peter	Connections Academy- SoCal	Demetrius Guidry	Occupational Therapy	02:00 PM	02:30 PM	0.50	First Schedule	First session focus on rapport building. 2 min Typing Test 5 wpm / 75% / 6/8 words / 64 characters 12 wpm / 100% / 15/17 / 115' AVG 8 wpm 87%
							1.50		
11/17/2023	Dyanne Van Peter	Connections Academy- SoCal	Iyad Bouchaib	Occupational Therapy	11:00 AM	11:30 AM	0.50	First Schedule	Parent concerned ST would not do well in OT 2/2 "bad mood". ST did an excellent job working on writing U+L case alphabet, academic video games related to goals. Took time to build rapport w/ ST+CT. Overall great session. Noted slight impulsivity.
							0.50		
11/28/2023	Dyanne Van Peter	Connections Academy- SoCal	Jackson Vincent	Occupational Therapy	01:00 PM	02:00 PM	1.00	IEP Attendanc	Attended entire IEP
11/28/2023	Dyanne Van Peter	Connections Academy- SoCal	Jackson Vincent	Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	Focus on sustained grasp on placed marker in hand 10 sec hold 3/6 opportunities w/distraction > no throwing today Sat at desk and chair 1st time for 30 sec w/o upset
							1.50		
11/17/2023	Dyanne Van Peter	Connections Academy- SoCal	Jaeden Srey	Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	Intro'd typing program Kidz Type: Rockets (Med-Hard), Type Pilot, Cute Jump (230/200/480), Auto Race 13 wpm 79% accuracy
							0.50		
11/28/2023	Dyanne Van Peter	Connections Academy- SoCal	Konnor Bauer	Occupational Therapy	12:00 PM	12:30 PM	0.50	Late Cancel	CT/LC informed OT at 9am re 12pm OT appt that student will not make OT session as he is visiting his father. OT reminded parent that cancellations need to be 24 hrs before appt for make ups to occur.
							0.50		
11/28/2023	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	Focus on typing dexterity hand strength/control 2 min type test 9 wpm / 94% / 14 words/ 96 characters 11 wpm / 100% / 18 words / 109
11/29/2023	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	Typing 2 min type test 14 wpm / 100% / 28 words / 131 characters 12 wpm / 96% / 23/24 / 130 Intro'd Strategy game Golf 2 ABCya.com > excellent performance Created Word Search 9 words extended time OT created 15 word Word Search > ST completed in 5 mins w/3 verb cues
11/29/2023	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:30 PM	04:00 PM	0.50	Make-Up	MU for 11/14/23 Continued to work on ideation for Word Search Min-Mod assist to complete. Can become easily distracted w/ computer glitches > OT able to redirect and calm 2 return to task.
							1.50		
11/30/2023	Dyanne Van Peter	Connections Academy- SoCal	Thiago De Jesus Gutierrez	Occupational Therapy	03:00 PM	03:25 PM	0.42	No Show	OT stayed online for 15 mins + texted, called, left VM, and sent email. OT reached out to teacher/CM regarding frequent late cancellation or no show.
							0.42		
11/28/2023	Dyanne Van Peter	Connections Academy- SoCal	Zechariah Gomez	Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	Noted letter reversal "L" "z Z" 'k" writing writing alphabet Tends to lay on arm across chest + table vs use hand to stabilize paper and sit upright. Enjoyed ABCya "Alpha Slide"
							0.50		
							8.42		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/02/2023	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therap	02:00 PM	02:25 PM	0.42	No Show	OT waited in zoom room x25 minutes. Student did not show. Texted mom with no answer at the time of this note.
11/07/2023	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therap	07:00 AM	07:20 AM	0.33	IEP Prep	entering present levels, goals, etc. in seis
11/07/2023	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therap	12:00 PM	12:30 PM	0.50	IEP Attendanc	annual iep meeting
11/09/2023	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therap	01:30 PM	01:55 PM	0.42	Regular	handwriting, tracing, cut and paste
11/16/2023	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therap	01:30 PM	01:55 PM	0.42	No Show	OT waited in zoom room x25 minutes. Student did not show.
11/30/2023	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therap	01:30 PM	01:55 PM	0.42	Regular	tracing with proper direction 75% of the time
							2.51		
11/13/2023	Alexis Wilson	Connections Academy- SoCal	Damarai Barbosa	Occupational Therap	02:00 PM	02:30 PM	0.50	Regular	name of wheels, ID words that start with letter
11/17/2023	Alexis Wilson	Connections Academy- SoCal	Damarai Barbosa	Occupational Therap	01:00 PM	01:30 PM	0.50	No Show	OT waited in zoom room x30 minutes. Student did not show
							1.00		
11/03/2023	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therap	01:00 PM	01:30 PM	0.50	Regular	zones scenarios 19/21
11/09/2023	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therap	01:00 PM	01:30 PM	0.50	Regular	zones of regulation
11/16/2023	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therap	01:00 PM	01:30 PM	0.50	Late Cancel	Student showed to session but stated that he had a schedule conflict and could not attend OT. Late cancel
11/30/2023	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therap	01:00 PM	01:30 PM	0.50	Regular	sensory discussion, wordsearch
							2.00		
11/17/2023	Alexis Wilson	Connections Academy- SoCal	Matthew Ovalle	Occupational Therap	01:30 PM	02:00 PM	0.50	Regular	discussed sensory strategies
11/28/2023	Alexis Wilson	Connections Academy- SoCal	Matthew Ovalle	Occupational Therap	01:30 PM	02:00 PM	0.50	Make-Up	OT waited in zoom room x15 mins and student did not show.
							1.00		
11/02/2023	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	OT Evaluation	02:00 PM	02:45 PM		Regular	OT evaluation, beery vmi, the print tool, spm
11/07/2023	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therap	02:30 PM	02:55 PM	0.42	Regular	painting tracing. able to get a down with dot at start point
11/14/2023	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therap	02:30 PM	03:40 PM	1.17	IEP Attendanc	annual iep, present levels, goals, services
11/28/2023	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therap	02:30 PM	02:55 PM	0.42	Regular	writing Aa and Ss really nicely today with dots for start points. Correct direction with these visuals.
							2.01		
11/06/2023	Alexis Wilson	Connections Academy- SoCal	Savannah Catano	Occupational Therap	02:00 PM	02:45 PM	0.75	No Show	OT waited in zoom room x45 mins student did not show. Followed up with mom and she stated she was not feeling well.
11/27/2023	Alexis Wilson	Connections Academy- SoCal	Savannah Catano	Occupational Therap	02:00 PM	02:45 PM	0.75	Regular	writing, typing, wordsearch
							1.50		
11/07/2023	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvelt Miller-Lawrence	Occupational Therap	01:00 PM	01:30 PM	0.50	Regular	typing
11/14/2023	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvelt Miller-Lawrence	Occupational Therap	01:00 PM	01:30 PM	0.50	No Show	OT waited in zoom room x15 minutes. Student did not show.
11/28/2023	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvelt Miller-Lawrence	Occupational Therap	01:00 PM	01:30 PM	0.50	Regular	typing, handwriting
							1.50		
11/03/2023	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therap	01:30 PM	02:00 PM	0.50	Regular	GM screen, wordsearch
11/08/2023	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therap	02:00 PM	02:30 PM	0.50	Regular	self-regulation tools
11/15/2023	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therap	02:00 PM	02:30 PM	0.50	Regular	zones of regulation
11/29/2023	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therap	02:00 PM	02:30 PM	0.50	Regular	wordsearches
							2.00		
							13.52		

13.52 hours + 1 Eval

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California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/02/2023	Catherine Bogues	Connections Academy- SoCal	Alexander Oropeza	Speech Therapy	03:30 PM	04:00 PM	0.50	Make-Up	Make-up for 11/14 for my attendance of IEP. Idioms (retention)-35% (2 choices)-100% min, inferences-75% mod, problem-100% min, cause-100% min, effect-65% mod, solution-100% min
11/07/2023	Catherine Bogues	Connections Academy- SoCal	Alexander Oropeza	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	Idioms (retention)-50% max (2 choices)-100%, inferences-80% mod, problem-100% min, cause-70% mod, effect-70% mod, solution-55%
							1.00		
11/01/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Cat-70% max, Who ?'s w/pic-75% min, min pairs-65% max (for production) /F/ t/p, m/b, p/k and FCD /k/), on-topic-80% max (word finding difficulty and intelligibility greatly affect ans)
11/02/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	IEP Prep	08:00 AM	10:05 AM	2.08	IEP Prep	IEP prep (4 goals with 3 to 4 goals within the one goal).
11/07/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Cat (retention)-80% min, Who ? with pic ans (retention)-80% min, minimal pairs-35% max, on-topic-50% (does not know birthday, age)
11/08/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Cat (prev)-95% mod, who ?'s with pic ans (prev)-75% min (NEW)-65% max, minimum pairs-25% max (p/t, p/th, /f 0% in all positops, b/k, p/k, FCF/k), on topic ans-80% mod (ask questions to get appropriate ans and to increase intelligibility)
11/14/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Category-80% mod, who ?'s without pic-70% min, minimal pairs-45% max, OM planning (b^d^g^)-40% max (slow and labored but working on placement)
11/15/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Late Cancel	Parent reported that Brian had a Dr. appt at the same time as speech after I texted.
11/28/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Vocab (NEW) family members-70% mid, school-60% max, minimal pairs-65% min (max for final K), B^D^G^-50% max (needs to say each syllable separately)
11/29/2023	Catherine Bogues	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Vocab (previous) (family)-85% mod (school)-60% max, NEW (5 senses) -20% max, minimal pairs-35% max, B^D^G^-60% max with linking syllables together
							5.58		
11/07/2023	Catherine Bogues	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:00 PM	01:30 PM	0.50	No Show	Parent sent a letter over a week ago to CM but it didn't state when student would return. Emailed CM to see if speech services should be placed on hold.
11/14/2023	Catherine Bogues	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Define vocab from text-100% min, Organize thoughts in complete sentences-75% mod (once order of story out of order and twice sentences were not grammatically correct).
11/28/2023	Catherine Bogues	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Sais she was fine but she seemed sick. Def vocab-60% mod, organize thoughts- (grammar)-65% max (needed repetition of story), body language-100% min, infer-95% min
							1.50		
11/01/2023	Catherine Bogues	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Late Cancel	Parent texted he had a bad earache
11/08/2023	Catherine Bogues	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	1st-100% mod, next-70% max, last-80% max, problem-65% mod, prediction-90% mod, negative ?'s-80% mod
11/15/2023	Catherine Bogues	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Prob-100% max, prediction-60% max, neg ?'s-95% min, cat-85% min , 3 members-60% max
11/29/2023	Catherine Bogues	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Problem-95% mod, prediction-45%, category-85% min, 3 members-90% min, negative ?'s-50% max
							2.00		
11/01/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	3 turn conversation (asked really great questions today)-85% min, /ch/ sentences (I)-75% min (M)-100% min (F)-80% min (lateralization of /sh/ in (I) and (M))
11/07/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	3 turn conversation (on-topic)-75% max (perseverated on 2 topics)-30% max to change topic or lesson). body language-100% min, feelings (his) -65% (others)-100% (used same scenario to ans mad and sad but first time he made a correlation to feelings of others.
11/08/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	3 turn conversation (on-topic without perseverating)-95% (perseverated on topics and needed multiple prompts to change task/topic)-45% max, body lang-100% min, feelings (him)-50% max (others)-75% min, /s/ VC-30% max (nasal production)
11/14/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	Very hard time staying on task today. He would not stop using the computer to search and wasn't listening well. Texted parent about this. 3 turn conversation-50% max, body language-100%, feelings (his)-50% max (others)-50% max
11/15/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	3 turn conversation (on-topic)-80% min (until end of session when he was perseverating on a topic). Body language-100% Feelings (himself)-35% max (others)-100% min (helped his baby sister when she was sad and asked what was wrong "why are you sad?")
11/28/2023	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	Very sick today and could not focus- 3 turn conv on-topic-35% max, body lang-80% min, feelings (his)-20% max (others)-25% max, sentences /sh/ I-50% mod M-100% min F-100% min
							3.00		
							13.08		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/06/2023	Jennifer Ai	Connections Academy- SoCal	Bela Campos	Speech Therapy	03:00 PM	03:30 PM	0.50	Regular	medial k sentence: 35% with 3 cues max prompting to elicit k
11/07/2023	Jennifer Ai	Connections Academy- SoCal	Bela Campos	Speech Therapy	03:00 PM	03:30 PM	0.50	Regular	k: 40% c 2 cues sentence agreement: 50% with 2 cues
11/13/2023	Jennifer Ai	Connections Academy- SoCal	Bela Campos	Speech Therapy	03:00 PM	03:30 PM	0.50	No Show	no show. SLP texted and emailed parent with zoom link for tomorrow's session.
							1.50		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/01/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	target /r/ syntax
11/06/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	compare and contrast irregular verbs target /r/
11/08/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	target /r/ irregular past tense verbs
11/13/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Late Cancel	Texted CT- LC
11/15/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	irregular verbs target sound- phrase level
11/27/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	syntax target /r/ spatial concepts
11/29/2023	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	target /r/ syntax
							3.50		
11/01/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Questions complete sentences
11/06/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Questions- y/n WH attention to task
11/08/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Wh questions intelligibity and pitch
11/15/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	y/n questions Wh questions- video
11/17/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	09:00 AM	09:30 AM	0.50	Regular	questions attention to task functional intelligibity
11/27/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	responding in sentences Wh questions
11/30/2023	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	WH questions attending to task functinal intelligibity
11/01/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	Syntax semantics
11/06/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Late Cancel	texted CT-LC
11/08/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Late Cancel	LC
11/13/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	IEP Attendance	01:00 PM	02:00 PM	1.00	IEP Attendanc	IEP meeting
11/13/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	No Show	Text CT-NS
11/17/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	semantics- context clues pragmatic language
11/27/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	complete sentences voc- synonyms and antonyms Fluency strategies
11/29/2023	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	syntax semantics pragmatic skills
							8.00		
11/16/2023	Nichole Dziama	Connections Academy- SoCal	Bilal Islam	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	articulation
							0.50		
11/02/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	motor planning/ minimal pairs semantics
11/07/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	fluency strategies syntax
11/09/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	fluency syntax voc.
11/14/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	fluency syntax
11/16/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	Fluency syntax semantics
11/28/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	fluency strategies syntax semantics
11/30/2023	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	fluency strategies speech production semantics
							3.50		
11/02/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	final sounds motor planning sequencing event- grammatically correct sentences
11/06/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	improve intelligibility and use of final sounds inferencing pragmatic skills
11/09/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	09:00 AM	09:30 AM	0.50	No Show	texted and emailed CT- NS
11/14/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	final sounds motor planning contextual cues
11/16/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	articulation semantics
11/17/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	IEP Prep	10:30 AM	11:30 AM	1.00	IEP Prep	IEP prep
11/27/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	02:30 PM	03:00 PM	0.50	Regular	Motor planning and articulation semantics
11/29/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	IEP Attendance	01:30 PM	02:30 PM	1.00	IEP Attendanc	IEP meeting
11/30/2023	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	motor planning/ articulatory precision irregular verbs pragmatic skills
							5.50		
11/02/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	Pronouns- Who question attention to task
11/07/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	Pronouns Wh questions attention to task

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/09/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	Wh questions pronouns in simple sentences
11/14/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	CT texted-LC
11/16/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	CT texted- LC ill
11/29/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	semantics syntax-pronouns and verbs
11/30/2023	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	questions pronouns and verbs functional requesting
							3.50		
11/07/2023	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	pragmatic skills conversational skills/intelligibity
11/14/2023	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	speech production/conversational speech
11/28/2023	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	conversational speech, target sounds
							1.50		
11/02/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Late Cancel	CT texted-LC ill
11/07/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Late Cancel	CT texted-LC ill
11/09/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	final consonant deletion /k/
11/14/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	/k/ word level syntax
11/15/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	IEP Prep	02:30 PM	03:30 PM	1.00	IEP Prep	IEP PREP
11/16/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	target sound final sound syntax
11/27/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	IEP Attendance	03:00 PM	03:30 PM	0.50	IEP Attendanc	IEP meeting
11/28/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	articulation/oral motor semantics
11/30/2023	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	motor planning/ speech production Syntax/semantics
							5.00		
11/02/2023	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	/r/ structed activity and conversational speech
11/09/2023	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	/r/ structured and unstructured social language
11/16/2023	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	gliding pairs in sentences
11/30/2023	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	articulation pragmatic language skills
							2.00		
11/06/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	0.50	No Show	texted CT-NS
11/07/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	initial sounds Questions recall
11/13/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	simple sentences WH questions rhyming words
11/14/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	Wh questions simpler sentences initial sounds
11/27/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	initial sounds WH questions simple sentences
11/28/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	IEP Prep	02:30 PM	03:30 PM	1.00	IEP Prep	IEP prep
11/28/2023	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50	Late Cancel	CT texted- LC- ill
							4.00		
11/01/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	WH questions functional requesting
11/06/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Late Cancel	Ct texted-LC
11/07/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	Questions with visuals verbs/actions
11/08/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	WH questions fill-ins functional requesting
11/13/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	WH questions functional requesting
11/14/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	IEP Attendance	02:30 PM	03:45 PM	1.25	IEP Attendanc	IEP-tri annual
11/14/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	Wh question feelings
11/15/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	voc and functions functional requesting
11/27/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	simple sentences Wh questions emotions
11/28/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	Functional feeling- thirsty/hungry simple rote sentences
11/29/2023	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	functional emotions with pictures verbs in simple sentences
							4.58		
11/06/2023	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	Pragmatic skills speech production skills
11/08/2023	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	IEP Prep	02:30 PM	03:30 PM	1.00	IEP Prep	IEP PREP
11/13/2023	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	texted CT-NS
11/15/2023	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	IEP Attendance	08:00 AM	09:00 AM	1.00	IEP Attendanc	IEP meeting

California Online Public Schools - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday February 6, 2024 at 3:30 PM

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/27/2023	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	speech production auditory discrimination for self-monitoring
							3.50		
11/06/2023	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	motor planning/target sounds complete sentences with pictures
11/13/2023	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	motor planning minimal pairs
11/27/2023	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	Speech production motor planning
							1.50		
11/02/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	conditional directions speech production and functional intelligibility
11/07/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	following directions inferencing improving intelligibility and rephrasing as needed for listener comprehension
11/09/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	following directions functional intelligibity
11/14/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	social problem solving functional intelligibility
11/16/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	production of multisyllabic words , rate reduction semantics
11/28/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	speech intelligibility- compensatory strategies following directions
11/30/2023	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	final consonant deletion pragmatic language skills multistep directions
							3.50		
							50.08		

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11/29/2023	Nohemi Moffatt	Connections Academy- SoCal	Apollo Johnson	Student Onboarding	03:00 PM	03:30 PM	0.50	Regular	Student record review, initial parent contact for scheduling.
							0.50		
11/14/2023	Nohemi Moffatt	Connections Academy- SoCal	Cole Johnson	IEP Prep	08:00 AM	08:15 AM	0.25	IEP Prep	IEP Prep
11/30/2023	Nohemi Moffatt	Connections Academy- SoCal	Cole Johnson	IEP Prep	07:00 AM	07:45 AM	0.75	IEP Prep	Writing requested goal following IEP meeting, following up with CM.
							1.00		
11/03/2023	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	Student arrived on time to therapy. Sat with camera off for first part of session, then turned camera on later. Had 5yo cousin with her for first half, too. Easily engaged in conversation and very friendly. Worked on 9th grade level passage (94 words) loaded with /r/ sounds. She produced all /r/ sounds correctly except for two: one in a /gr/ blend, and one vocalic /r/ in 'riverbank'. In second passage (84) words, she made no /r/ errors. She was at times heard to make other errors like /s/ for 'sh', but she self-corrected them. She also did /d/ for 'th'. SLP observed that she does feature a light articulation dialectal pattern similar to her mother's. Continue per IEP.
11/10/2023	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	08:00 AM	08:00 AM	0.00	Regular	Veteran's Day; will not be made up.
11/17/2023	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	Student arrived on time to therapy in a pleasant mood. Camera on, good sound quality. She read a passage containing her target sounds and produced her /r/ and /w/ sounds with 95% accuracy. Her one error involved saying /r/ instead of /w/ in a word, but she self-corrected it when she was asked to repeat. She is meeting her articulation goal. She also talked about her family plans for next week, using /r/ correctly in unstructured conversation. In last minutes of session, she played "ice fort" game on USLP, building an ice fort and decorating it herself. Continue per IEP.
							1.00		
11/03/2023	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	Speech Therapy	01:30 PM	02:00 PM	0.50	No Show	No show, no response from parent.
11/06/2023	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	Speech Therapy	01:30 PM	02:00 PM	0.50	Late Cancel	No show, no response from parent by end of session.
11/10/2023	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	Speech Therapy	01:30 PM	01:30 PM	0.00	Regular	Veteran's Day; will not be made up.
11/13/2023	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Student arrived on time to therapy. Worked on article about Giant Pandas being returned to China. Intelligibility was low even with context, though mostly due to prosody issues (pauses and uneven intonation patterns with stresses on each word). He answered comprehension questions and provided definitions for incidental vocabulary. Also needed some rapport-maintenance due to recent spate of absences. Continue per IEP.
11/27/2023	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Student arrived on time to therapy. Initially started with rapport-maintenance topic of how he spent his Thanksgiving dinner. He had difficulties with intelligibility but was at about 70% during this nonstructured conversation. He talked about making drinks with SodaStream and made comments about it, but did have difficulty with giving instructions on how to use it. Worked on Newsforkids article about actors/writers strike ending. He read 4 paragraphs and contributed to a graphic organizer about main idea and supporting details (new strategy). Continue per IEP.
							2.00		
11/02/2023	Nohemi Moffatt	Connections Academy- SoCal	Joseph Campos	IEP Prep	08:30 AM	09:50 AM	1.33	IEP Prep	Present levels, record review, updates to goals.
							1.33		
11/02/2023	Nohemi Moffatt	Connections Academy- SoCal	Konnor Bauer	Speech Therapy	12:00 PM	12:25 PM	0.42	Late Cancel	Mother late canceled citing student tired and cranky.
11/06/2023	Nohemi Moffatt	Connections Academy- SoCal	Konnor Bauer	IEP Attendance	11:00 AM	11:30 AM	0.50	IEP Attendanc	IEP Attendance
11/06/2023	Nohemi Moffatt	Connections Academy- SoCal	Konnor Bauer	IEP Prep	09:00 AM	09:15 AM	0.25	IEP Prep	IEP Prep
11/09/2023	Nohemi Moffatt	Connections Academy- SoCal	Konnor Bauer	Speech Therapy	12:00 PM	12:25 PM	0.42	No Show	No show; mother responded that student is sick.
11/16/2023	Nohemi Moffatt	Connections Academy- SoCal	Konnor Bauer	Speech Therapy	12:05 PM	12:30 PM	0.42	Regular	Student arrived on time to therapy. Worked on skills with 'school bus' activity on USLP. Stayed engaged entire session (mom emailed later to get feedback on his participation today). He did a good job of imitating models for describing the kids ("girl with black/yellow hair"), eventually using his own ("black girl"). He used words like "swing" and "jump" to say where he'd like the kids on the playground. He is a lot more vocal than he was the first session. Continue per IEP.
11/30/2023	Nohemi Moffatt	Connections Academy- SoCal	Konnor Bauer	Speech Therapy	12:00 PM	12:25 PM	0.42	Late Cancel	Parent canceled 30 minutes before citing student's mood/willingness to participate today.
							2.42		
11/02/2023	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	IEP Prep	09:00 AM	10:00 AM	1.00	IEP Prep	IEP Prep and CM contact

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11/06/2023	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	Speech Therapy	12:30 PM	01:15 PM	0.75	Regular	Student arrived 5 minutes late to therapy. Initially would not turn on her camera and was minimally responsive to SLP overtures to engage in conversation. SLP broached the topic about how Tinsley will be joining a group soon. Tinsley reported she had never been in group speech therapy before and asked why. SLP reported that her IEP team had concerns about her behaviors while in group sessions, including the "stfu" incident. Tinsley reported that was an isolated event and that she knows that was an aggressive thing to say, but that she was defending her and another student, as they were being ridiculed for their interests. After she talked about this, she transitioned topics. Following topic transition, she had trouble with turn-taking and would start talking over the SLP's comments. She was in pure share-mode. Continue per IEP.
11/13/2023	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	Speech Therapy	12:30 PM	01:15 PM	0.75	Regular	Student arrived on time to therapy. She stayed off camera for the majority of the session but did turn it on to show what she was working on (paper dragon puppets). She made various comments about what she was doing and answered questions related to the activity. However, when the provider attempted to also make comments (and longer comments about Tinsley's impressive crafting skills) Tinsley requested that the provider stop talking. The provider does not believe that Tinsley intended to be rude in this moment. Provider asked Tinsley specific questions about why she made the request and Tinsley expressed that she does not like when people talk at length. Incidental opportunity for learning about different preferences in communication. Continue per IEP.
							2.50		
							10.75		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/27/2023	Laura Kovalenko	Connections Academy- SoCal	Bryce Bartlett	IEP Attendance	02:30 PM	03:30 PM	1.00	Regular	IEP Attendance for the student
11/28/2023	Laura Kovalenko	Connections Academy- SoCal	Bryce Bartlett	Speech Therapy	02:10 PM	02:30 PM	0.33	Regular	Worked on /r/ sounds, moderate prompts provided to respond to 60% accuracy on the sentence and conversation level
									1.33
11/07/2023	Laura Kovalenko	Connections Academy- SoCal	Destiny Sauceda Ratcliffe	Speech Therapy	03:00 PM	04:00 PM	1.00	Regular	Student worked on intelligibillity and accurate production of target sounds in multi-syllabic words. Maximal models and prompts were provided to respond to 60% accuracy /l, ks, t, er/ sounds
11/14/2023	Laura Kovalenko	Connections Academy- SoCal	Destiny Sauceda Ratcliffe	Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	The parent was contacted via phone within 5 and 15 minutes after the session start time. No response
11/28/2023	Laura Kovalenko	Connections Academy- SoCal	Destiny Sauceda Ratcliffe	Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	Student contacted within 5 mins and 15 mins after the session, family is not responding, CM notified via Connexus
									3.00
11/07/2023	Laura Kovalenko	Connections Academy- SoCal	Ryan Kraxberger	Speech Therapy	02:30 PM	02:55 PM	0.42	Late Cancel	The parent was contacted to log in; the student logged in at the end of the session time.
11/14/2023	Laura Kovalenko	Connections Academy- SoCal	Ryan Kraxberger	Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	Worked on answering questions to make inferences while formulating complete sentences. Moderate support required.
11/28/2023	Laura Kovalenko	Connections Academy- SoCal	Ryan Kraxberger	Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	Moderate support required to answer questions to make inferences, 50% accuracy with min prompts 67% with moderate support
									1.25
							5.58		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/15/2023	Missy Vail	Connections Academy- SoCal	Cole Johnson	IEP Attendance			1.00	IEP Attendance	Individualized Education Program Attendance
								1.00	
							1.00		

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11/03/2023	Julie Doan	Connections Academy- SoCal	Brian Guillen	IEP Prep	04:00 PM	05:00 PM	1.00	IEP Prep	email/phone conversations regarding student's upcoming annual IEP with SLP-Catherine Bogues
11/07/2023	Julie Doan	Connections Academy- SoCal	Brian Guillen	IEP Attendance	12:00 PM	12:30 PM	0.50	IEP Attendanc	sub -IEP attendance for Catherine Bogues (SLP)
							1.50		
11/03/2023	Julie Doan	Connections Academy- SoCal	Joseph Campos	IEP Attendance	12:00 PM	01:00 PM	1.00	IEP Attendanc	IEP - substituted for SLP Nohemi M. (updated and annual for student Joseph C.)
11/03/2023	Julie Doan	Connections Academy- SoCal	Joseph Campos	IEP Prep	09:00 AM	10:00 AM	1.00	IEP Prep	communications and contact SLP - Nohemi M. for student Joseph C.
							2.00		
							3.50		

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11/02/2023	Christine Torio	Connections Academy- SoCal	Sofia Ramblaz-Villapudua	IEP Attendance	12:00 PM	01:00 PM	1.00	IEP Attendanc	IEP for student; subbing for another SLP
11/02/2023	Christine Torio	Connections Academy- SoCal	Sofia Ramblaz-Villapudua	IEP Prep	11:30 AM	12:00 PM	0.50	IEP Prep	IEP prep; subbing for another SLP
							1.50		
11/02/2023	Christine Torio	Connections Academy- SoCal	Tinsley Twyman	IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attendanc	IEP prep; subbing for another SLP
11/02/2023	Christine Torio	Connections Academy- SoCal	Tinsley Twyman	IEP Prep	01:30 PM	02:00 PM	0.50	IEP Prep	IEP prep; subbing for another SLP
							1.50		
							3.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decim	Session Type	Note
11/09/2023	Kylie Buatsi	Connections Academy- SoCal	Adam Martinez	IEP Prep	07:00 AM	07:30 AM	0.50	IEP Prep	IEP prep for annual
11/30/2023	Kylie Buatsi	Connections Academy- SoCal	Adam Martinez	IEP Attendance	03:00 PM	04:00 PM	1.00	IEP Attendance	IEP Annual
							1.50		
11/07/2023	Kylie Buatsi	Connections Academy- SoCal	Alexander Johns	IEP Prep	07:00 AM	07:30 AM	0.50	IEP Prep	IEP Prep
11/16/2023	Kylie Buatsi	Connections Academy- SoCal	Alexander Johns	IEP Attendance	01:00 PM	02:30 PM	1.50	IEP Attendance	IEP TRI
							2.00		
11/28/2023	Kylie Buatsi	Connections Academy- SoCal	Anya Skrinska	IEP Prep	07:00 AM	07:30 AM	0.50	IEP Prep	IEP prep annual
11/29/2023	Kylie Buatsi	Connections Academy- SoCal	Anya Skrinska	IEP Attendance	11:00 AM	11:45 AM	0.75	IEP Attendance	IEP meeting
							1.25		
11/09/2023	Kylie Buatsi	Connections Academy- SoCal	Caden Howard	IEP Prep	08:00 AM	08:30 AM	0.50	IEP Prep	IEP Prep for annual
11/15/2023	Kylie Buatsi	Connections Academy- SoCal	Caden Howard	IEP Attendance	03:00 PM	04:00 PM	1.00	IEP Attendance	IEP Meeting
							1.50		
11/01/2023	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	Speech Therapy	10:00 AM	10:15 AM	0.25	No Show	NS
11/03/2023	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	IEP Prep	07:00 AM	07:30 AM	0.50	IEP Prep	IEP Prep
11/08/2023	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	Speech Therapy	10:00 AM	10:15 AM	0.25	Regular	Producing social inferences after reading a short passage.
11/15/2023	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	Speech Therapy	10:00 AM	10:15 AM	0.25	Regular	Addressed PUNS and multiple meaning words through animal jokes.
11/29/2023	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	Speech Therapy	10:00 AM	10:15 AM	0.25	Regular	Addressed turn-taking in conversation, asking and answering questions and providing appropriate detail when answering questions re:Thanksgiving break.
							1.50		
11/14/2023	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	Speech Therapy	11:00 AM	11:30 AM	0.50	Late Cancel	LC
11/28/2023	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	NS
							1.00		
11/09/2023	Kylie Buatsi	Connections Academy- SoCal	Prince Steppes- Stewart	IEP Prep	07:30 AM	08:00 AM	0.50	IEP Prep	IEP prep annual
11/15/2023	Kylie Buatsi	Connections Academy- SoCal	Prince Steppes- Stewart	IEP Attendance	01:00 PM	02:00 PM	1.00	IEP Attendance	IEP Attendance
11/30/2023	Kylie Buatsi	Connections Academy- SoCal	Prince Steppes- Stewart	IEP Prep	12:25 PM	01:10 PM	0.75	IEP Prep	IEP prep
11/30/2023	Kylie Buatsi	Connections Academy- SoCal	Prince Steppes- Stewart	SLP Evaluation	09:00 AM	10:30 AM		IEP Attendance	SLP Eval
							2.25		
							11.00		

11.00 hours + 1 Eval

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11/21/2023	Kelly Brown	Connections Academy- SoCal	Bilal Islam	SLP Evaluation				Regular	Speech and language assessment, assessment scoring, report writing, goal writing, IEP prep.
11/03/2023	Kelly Brown	Connections Academy- SoCal	Juan Jose Mendez-Garcia	SLP Evaluation				Regular	Assessment Session with student
11/16/2023	Kelly Brown	Connections Academy- SoCal	Juan Jose Mendez-Garcia	SLP Evaluation				Regular	Assessment scoring, report writing, goal writing and IEP prep

3 Evals

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CALCAR/NorCal
Previously RIPON

BILLING INVOICE

Invoice #	3152	Bill To:	California Online Public School
Invoice Date:	10/31/23		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in Hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled x .655
Adriana Covarrubias	3152	NorCal	Andrew Palmer	OT Services	10/4/23	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3152	NorCal	Andrew Palmer	OT Services	10/9/23	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3152	NorCal	Andrew Palmer	OT Services	10/16/23	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3152	NorCal	Andrew Palmer	OT Services	10/25/23	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3152	NorCal	Andrew Palmer (no show)	OT Services	10/23/23	0.50	0.5	110	$55.00		$0.00
Adriana Covarrubias	3152	NorCal	Andrew Palmer (no show)	OT Services	10/30/23	0.50	0.5	110	$55.00		$0.00
Adriana Covarrubias	3152	NorCal	Marco Gutierrez	OT Services	10/27/23	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3152	NorCal	Brooklynn Evans	IEP Meeting	10/19/23	1.00	1	100	$100.00		$0.00
Adriana Covarrubias	3152	NorCal	Alexander Tisdale	IEP Meeting	10/20/23	1.50	1.5	100	$150.00		$0.00
Adriana Covarrubias	3152	NorCal	Arshia Fathima Mubarak Syed	IEP Meeting	10/23/23	1.75	1.75	100	$175.00		$0.00
Adriana Covarrubias	3152	NorCal	Luke Correa	IEP Meeting	10/31/23	1.50	1.5	100	$150.00		$0.00
Ailien Nguyenly	3152	NorCal	Abigail Sturdivant	OT Services	10/27/23	0.50	1	110	$110.00		$0.00
Ailien Nguyenly	3152	NorCal	Kendal Grey Harbin	OT Services	10/27/23	0.50	1	110	$110.00		$0.00
Alejandra Anonical	3152	NorCal	I'mere Washington	IEP Meeting	10/4/23	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3152	NorCal	Luke Correa	OT Assessment	10/12/23	10.50	10.5	110	$1,155.00		$0.00
Alyssa Guerrero	3152	NorCal	I'mere Washington	IEP Meeting	10/4/23	1.50	1.5	100	$150.00		$0.00
Alyssa Guerrero	3152	NorCal	Arshia Fathima Mubarak Syed	IEP Meeting	10/23/23	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3152	NorCal	Benjamin Ridens	IEP Meeting	10/31/23	1.00	1	100	$100.00		$0.00
Amanda Olley	3152	NorCal	Alice Tinney	510	10/5/23	0.50	1	100	$100.00		$0.00
Amanda Olley	3152	NorCal	Alice Tinney	510	10/12/23	0.50	1	100	$100.00		$0.00
Amanda Olley	3152	NorCal	Alice Tinney	510	10/19/23	0.50	1	100	$100.00		$0.00
Amanda Olley	3152	NorCal	Eric Carey	510	10/5/23	0.50	1	100	$100.00		$0.00
Amanda Olley	3152	NorCal	Eric Carey	510	10/12/23	0.50	1	100	$100.00		$0.00
Amanda Olley	3152	NorCal	Eric Carey	510	10/18/23	0.50	1	100	$100.00		$0.00
Amanda Olley	3152	NorCal	Eric Carey	510	10/25/23	0.50	1	100	$100.00		$0.00
Angelica Diaz	3152	NorCal	Alicia Lyding	DHH Services	10/5/23	0.50	1	110	$110.00		$0.00
Angelica Diaz	3152	NorCal	Alicia Lyding	DHH Services	10/12/23	0.50	1	110	$110.00		$0.00
Angelica Diaz	3152	NorCal	Alicia Lyding	DHH Services	10/19/23	0.50	1	110	$110.00		$0.00
Angelica Diaz	3152	NorCal	Jahanarra Hurst	DHH Services	10/3/23	1.00	1	110	$110.00		$0.00
Angelica Diaz	3152	NorCal	Jahanarra Hurst	DHH Services	10/5/23	1.00	1	110	$110.00		$0.00
Angelica Diaz	3152	NorCal	Jahanarra Hurst	DHH Services	10/10/23	1.00	1	110	$110.00		$0.00
Angelica Diaz	3152	NorCal	Jahanarra Hurst	DHH Services	10/12/23	1.00	1	110	$110.00		$0.00
Angelica Diaz	3152	NorCal	Jahanarra Hurst	DHH Services	10/17/23	1.00	1	110	$110.00		$0.00
Angelica Diaz	3152	NorCal	Jahanarra Hurst	DHH Services	10/24/23	1.00	1	110	$110.00		$0.00
Angelica Diaz	3152	NorCal	Jahanarra Hurst	DHH Services	10/26/23	1.00	1	110	$110.00		$0.00
Angelica Diaz	3152	NorCal	Jahanarra Hurst (no show)	DHH Services	10/19/23	1.00	0.5	110	$55.00		$0.00
Angelica Diaz	3152	NorCal	Jaylenn Gonzales	DHH Services	10/23/23	1.00	1	110	$110.00		$0.00
Angelica Diaz	3152	NorCal	Nicholas Gemora	DHH Services	10/30/23	0.50	1	110	$110.00		$0.00
Ariana Vista	3152	NorCal	Robert Glover	OT Services	10/11/23	0.50	1	110	$110.00		$0.00
Ariana Vista	3152	NorCal	Robert Glover	OT Services	10/13/23	0.50	1	110	$110.00		$0.00
Armando Alvarez	3152	NorCal	Janea Atkins	IEP Meeting	10/30/23	1.00	1	100	$100.00		$0.00
Armando Alvarez	3152	NorCal	Benjamin Ridens	IEP Meeting	10/31/23	1.00	1	100	$100.00		$0.00
Catherine Le	3152	NorCal	Zamayaloren Williams	OT Assessment	10/11/23	10.50	10.5	110	$1,155.00		$0.00
Candice Gayle	3152	NorCal	Zamayaloren Williams	PT Assessment	10/10/23	10.50	10.5	110	$1,155.00		$0.00
Ericka Panayi	3152	NorCal	James Edward Perez	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	James Edward Perez	Speech Services	10/10/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	James Edward Perez	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	James Edward Perez	Speech Services	10/12/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	James Edward Perez	Speech Services	10/17/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	James Edward Perez	Speech Services	10/24/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	James Edward Perez	Speech Services	10/31/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	James Edward Perez	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	James Edward Perez	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Janea Atkins	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Janea Atkins	Speech Services	10/17/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Janea Atkins	Speech Services	10/24/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Liam Engstrom	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Liam Engstrom (no show)	Speech Services	10/6/23	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3152	NorCal	Liam Engstrom (no show)	Speech Services	10/12/23	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3152	NorCal	Liam Engstrom	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Liam Engstrom	Speech Services	10/20/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Liam Engstrom	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Liam Engstrom	Speech Services	10/27/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Mackenzie Smith	Speech Services	10/6/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Mackenzie Smith	Speech Services	10/13/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Mackenzie Smith	Speech Services	10/27/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Neva Perez	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Neva Perez	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Neva Perez	Speech Services	10/10/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Neva Perez	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Neva Perez	Speech Services	10/17/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Neva Perez	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Neva Perez	Speech Services	10/24/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Neva Perez	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Noah Perez	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Noah Perez	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Noah Perez	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Noah Perez	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Orlando Gutierrez Navarro	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Orlando Gutierrez Navarro	Speech Services	10/12/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Orlando Gutierrez Navarro	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Orlando Gutierrez Navarro	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Shyma Barak	Speech Services	10/2/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Shyma Barak	Speech Services	10/9/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Shyma Barak	Speech Services	10/23/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Skylar Deverse	Speech Services	10/2/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Skylar Deverse	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00

Ericka Panayi	3152	NorCal	Skylar Deverse	Speech Services	10/9/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Skylar Deverse	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Skylar Deverse	Speech Services	10/23/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3152	NorCal	Skylar Deverse	Speech Services	10/27/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Akasha Clark	Speech Services	10/5/23	1.00	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Akasha Clark	Speech Services	10/12/23	1.00	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Akasha Clark	Speech Services	10/19/23	1.00	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Akasha Clark	Speech Services	10/26/23	1.00	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Akira Clark	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Akira Clark	Speech Services	10/12/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Akira Clark	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Akira Clark	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Aliya Buchanan	Speech Services	10/4/23	0.42	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Aliya Buchanan	Speech Services	10/11/23	0.42	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Aliya Buchanan	Speech Services	10/18/23	0.42	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Aliya Buchanan	Speech Services	10/25/23	0.42	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Anthony McKinzy	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Anthony McKinzy	Speech Services	10/12/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Anthony McKinzy	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Anthony McKinzy	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Benjamin Ridens	Speech Services	10/20/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Destiny Vargas	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Destiny Vargas	Speech Services	10/12/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Destiny Vargas	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Destiny Vargas	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Edgar Barajas	Speech Services	10/2/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Edgar Barajas	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Edgar Barajas	Speech Services	10/9/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Edgar Barajas	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Edgar Barajas	Speech Services	10/16/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Edgar Barajas	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Edgar Barajas	Speech Services	10/23/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Edgar Barajas	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Franco Diaz	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Franco Diaz	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Franco Diaz	Speech Services	10/16/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Franco Diaz	Speech Services	10/23/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	I'mere Washington	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	I'mere Washington	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	I'mere Washington	Speech Services	10/10/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	I'mere Washington	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	I'mere Washington (no show)	Speech Services	10/12/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3152	NorCal	I'mere Washington (no show)	Speech Services	10/19/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3152	NorCal	Jonah Moore	Speech Services	10/17/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Jonah Moore	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Jonah Moore	Speech Services	10/24/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Jonah Moore	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Lanz Lane (no show)	Speech Services	10/3/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3152	NorCal	Lanz Lane	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Lanz Lane	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Lanz Lane	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Lawrence Lopez	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Lawrence Lopez	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Lawrence Lopez	Speech Services	10/10/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Lawrence Lopez	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Lawrence Lopez	Speech Services	10/17/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Lawrence Lopez	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Logan Marques (no show)	Speech Services	10/5/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3152	NorCal	Logan Marques (no show)	Speech Services	10/12/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3152	NorCal	Logan Marques (no show)	Speech Services	10/19/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3152	NorCal	Logan Marques (no show)	Speech Services	10/26/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3152	NorCal	Marco Gutierrez	Speech Services	10/5/23	0.25	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Marco Gutierrez	Speech Services	10/12/23	0.25	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Marco Gutierrez	Speech Services	10/20/23	0.25	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Marco Gutierrez	Speech Services	10/27/23	0.25	1	110	$110.00		$0.00
Evette Rios	3152	NorCal	Natalie Samuels (no show)	Speech Services	10/4/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3152	NorCal	Natalie Samuels (no show)	Speech Services	10/11/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3152	NorCal	Natalie Samuels (no show)	Speech Services	10/18/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3152	NorCal	Natalie Samuels (no show)	Speech Services	10/25/23	0.50	0.5	110	$55.00		$0.00
Gary Ferrer	3152	NorCal	Bruce Martin	510	10/19/23	0.67	0.5	100	$50.00		$0.00
Garry Ferrer	3152	NorCal	Bruce Martin	IEP Meeting	10/23/23	1.00	1	100	$100.00		$0.00
Heather Dockery	3152	NorCal	Destiny Walls	Nursing Assessment Flat	10/2/23	n/a	n/a	n/a	$500.00		$0.00
Heather Dockery	3152	NorCal	Destiny Walls	Nurse Assessments-Travel/Mileage	10/2/23	3.00	3	110	$330.00	151.00	$98.91
Heidi Newton	3152	NorCal	Beraiah Keeler	Nursing Assessment Flat	10/1/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3152	NorCal	Beraiah Keeler	Nurse Assessments-Travel/Mileage	10/1/23	4.33	4.33	110	$476.30	175.70	$115.08
Heidi Newton	3152	NorCal	Aiden Shelly	Nursing Assessment Flat	10/5/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3152	NorCal	Aiden Shelly	Nurse Assessments-Travel/Mileage	10/5/23	2.18	2.18	110	$239.80	63.80	$41.79
Heidi Newton	3152	NorCal	Chloe Zoucha	Nursing Assessment Flat	10/13/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3152	NorCal	Chloe Zoucha	Nurse Assessments-Travel/Mileage	10/13/23	2.55	2.55	110	$280.50	85.00	$55.68
Heidi Newton	3152	NorCal	Brayden Cornejo	Nursing Assessment Flat	10/25/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3152	NorCal	Brayden Cornejo	Nurse Assessments-Travel/Mileage	10/25/23	2.70	2.7	110	$297.00	78.60	$51.48
Heidi Newton	3152	NorCal	Maddisyn Krischer	Nursing Assessment Flat	10/27/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3152	NorCal	Maddisyn Krischer	Nurse Assessments-Travel/Mileage	10/27/23	3.28	3.28	110	$360.80	90.10	$59.02
Jennifer Han Rivas	3152	NorCal	Zamayaloren Williams	Speech Assessment	10/17/23	10.50	10.5	110	$1,155.00		$0.00
Kasey Galik	3152	NorCal	Aliya Buchanan	APE Services	10/16/23	0.50	1	110	$110.00		$0.00
Kasey Galik	3152	NorCal	Lanz Lane	APE Services	10/6/23	0.50	1	110	$110.00		$0.00
Kasey Galik	3152	NorCal	Lanz Lane	APE Services	10/13/23	0.50	1	110	$110.00		$0.00
Kasey Galik	3152	NorCal	Lanz Lane	APE Services	10/20/23	0.50	1	110	$110.00		$0.00
Kasey Galik	3152	NorCal	Lanz Lane	APE Services	10/27/23	0.50	1	110	$110.00		$0.00
Kate Clark	3152	NorCal	Uriel Castillo	Ed Psych Assessment	10/25/23	n/a	n/a	n/a	$1,950.00	9.70	$6.35
Kellie Mendoza	3152	NorCal	Destiny Walls	Ed Psych Assessment	10/9/23	n/a	n/a	n/a	$1,950.00	84.00	$55.02
Kelly Dunn	3152	NorCal	Kingston Lara	AT Services	10/2/23	0.50	1	120	$120.00		$0.00
Kelly Dunn	3152	NorCal	Edgar Barajas	AT Services	10/2/23	0.50	1	120	$120.00		$0.00
Kelly Dunn	3152	NorCal	Nailah Huston	AT Services	10/2/23	0.50	1	120	$120.00		$0.00
Kelly Dunn	3152	NorCal	Kingston Lara	AT Services	10/25/23	0.50	1	120	$120.00		$0.00
Kelly Dunn	3152	NorCal	Benjamin Ridens	AT Services	10/30/23	0.50	1	120	$120.00		$0.00
Kelly Dunn	3152	NorCal	Benjamin Ridens	IEP Meeting	10/31/23	1.00	1	100	$100.00		$0.00

Kelly Dunn	3152	NorCal	Kingston Lara	IEP Meeting	10/9/23	1.00	1	100	$100.00		$0.00	
Kelly Dunn	3152	NorCal	Kemahri Crump	IEP Meeting	10/4/23	1.00	1	100	$100.00		$0.00	
Lana Scott	3152	NorCal	Lucas Syfert	Ed Psych Assessment	9/22/23	n/a	n/a	n/a	$1,950.00	76.00	$49.78	
Lana Scott	3152	NorCal	Destiny Vargas	Ed Psych Assessment	9/30/23	n/a	n/a	n/a	$1,950.00	28.00	$18.34	
Lana Scott	3152	NorCal	Beraiah Keeler	Ed Psych Assessment	10/2/23	n/a	n/a	n/a	$1,950.00	14.00	$9.17	
Lana Scott	3152	NorCal	Joshua Furco III	Ed Psych Assessment	10/23/23	n/a	n/a	n/a	$1,950.00	140.00	$91.70	
Laura Wiese	3152	NorCal	Abigail Sturdivant	OT Services	10/3/23	0.50	1	110	$110.00		$0.00	
Laura Wiese	3152	NorCal	Abigail Sturdivant (no show)	OT Services	10/10/23	0.50	0.5	110	$55.00		$0.00	
Laura Wiese	3152	NorCal	Kaydence Breuss (no show)	OT Services	10/10/23	0.50	0.5	110	$55.00		$0.00	
Laura Wiese	3152	NorCal	Kendal Grey Harbin	OT Services	10/10/23	0.50	1	110	$110.00		$0.00	
Laura Wiese	3152	NorCal	Kendal Grey Harbin	OT Services	10/12/23	0.50	1	110	$110.00		$0.00	
Laura Wiese	3152	NorCal	Lawrence Lopez	OT Services	10/5/23	0.50	1	110	$110.00		$0.00	
Laura Wiese	3152	NorCal	Lawrence Lopez	OT Services	10/12/23	0.50	1	110	$110.00		$0.00	
Laura Wiese	3152	NorCal	Mackenzie Smith	OT Services	10/12/23	0.50	1	110	$110.00		$0.00	
Laura Wiese	3152	NorCal	Nailah Huston	OT Services	10/5/23	0.50	1	110	$110.00		$0.00	
Laura Wiese	3152	NorCal	Nailah Huston	OT Services	10/12/23	0.50	1	110	$110.00		$0.00	
Lauren Linhoff	3152	NorCal	Isaac Garcia	APE Services	10/4/23	0.33	1	110	$110.00		$0.00	
Lauren Linhoff	3152	NorCal	Isaac Garcia	APE Services	10/18/23	0.33	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Jahanarra Hurst	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Jahanarra Hurst (no show)	Speech Services	10/5/23	0.50	0.5	110	$55.00		$0.00	
Mae Belen Vital	3152	NorCal	Jahanarra Hurst (no show)	Speech Services	10/12/23	0.50	0.5	110	$55.00		$0.00	
Mae Belen Vital	3152	NorCal	Jahanarra Hurst	Speech Services	10/10/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Jahanarra Hurst	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Jahanarra Hurst	Speech Services	10/24/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Jahanarra Hurst	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Jahanarra Hurst	Speech Services	10/31/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Jahanarra Hurst (no show)	Speech Services	10/17/23	0.50	0.5	110	$55.00		$0.00	
Mae Belen Vital	3152	NorCal	Rimah Abed	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Rimah Abed	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Rimah Abed	Speech Services	10/10/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Rimah Abed	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Rimah Abed	Speech Services	10/17/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Rimah Abed	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Rimah Abed	Speech Services	10/24/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Rimah Abed	Speech Services	10/31/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Rimah Abed	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00	
Mae Belen Vital	3152	NorCal	Beriah Keeler	IEP Meeting	10/27/23	1.00	1	100	$100.00		$0.00	
Melanie Segrave	3152	NorCal	Noah Ungos	515 Group Counseling	10/6/23	0.75	1	95	$95.00		$0.00	
Melanie Segrave	3152	NorCal	Noah Ungos	515 Group Counseling	10/12/23	0.75	1	95	$95.00		$0.00	
Melanie Segrave	3152	NorCal	Noah Ungos	515 Group Counseling	10/19/23	0.75	1	95	$95.00		$0.00	
Melanie Segrave	3152	NorCal	Noah Ungos	515 Group Counseling	10/26/23	0.75	1	95	$95.00		$0.00	
Melinda MacKenzie	3152	NorCal	Aisleyn Batt	Ed Psych Assessment	9/22/23	n/a	n/a	n/a	$1,950.00	160.00	$104.80	
Melinda MacKenzie	3152	NorCal	Mikel McCutchen	Ed Psych Assessment	10/7/23	n/a	n/a	n/a	$1,950.00	82.00	$53.71	
Mercedes (Sadie) Allin	3152	NorCal	Abigail Sturdivant	Speech Services	10/2/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Abigail Sturdivant	Speech Services	10/9/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Abigail Sturdivant	Speech Services	10/16/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Abigail Sturdivant	Speech Services	10/23/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Abigail Sturdivant	Speech Services	10/30/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Darius (Zachariah) Drum (Rozegold) (n/s)	Speech Services	10/13/23	0.50	0.5	110	$55.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Darius (Zachariah) Drum (Rozegold)	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Darius (Zachariah) Drum (Rozegold)	Speech Services	10/27/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Dexter Dixon	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Dexter Dixon	Speech Services	10/10/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Dexter Dixon	Speech Services	10/17/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Dexter Dixon	Speech Services	10/24/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Dexter Dixon	Speech Services	10/31/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Johnny Atkins	Speech Services	10/17/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Johnny Atkins	Speech Services	10/24/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Johnny Atkins	Speech Services	10/31/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Johnny Atkins	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Robert Glover	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Robert Glover	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Robert Glover	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Robert Glover	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00	
Mercedes (Sadie) Allin	3152	NorCal	Darius (Zachariah) Drum (Rosegold) (n/s)	Speech Services	10/12/23	0.50	0.5	110	$55.00		$0.00	
Mia Frimtzis	3152	NorCal	Arshia Fathima Mubarak Syed	IEP Meeting	10/23/23	2.50	2.5	100	$250.00		$0.00	
Mia Frimtzis	3152	NorCal	Brendel Pardue	IEP Meeting	10/9/23	1.00	1	100	$100.00		$0.00	
Michael Saunders	3152	NorCal	Brooklynn Evans	APE Services	10/23/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Brooklynn Evans	APE Services	10/27/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Brooklynn Evans	APE Services	10/30/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Logan Smith	APE Services	10/2/23	0.75	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Logan Smith	APE Services	10/4/23	0.75	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Logan Smith	APE Services	10/9/23	0.75	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Logan Smith	APE Services	10/11/23	0.75	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Logan Smith	APE Services	10/16/23	0.75	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Logan Smith	APE Services	10/18/23	0.75	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Logan Smith	APE Services	10/23/23	0.75	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Logan Smith	APE Services	10/25/23	0.75	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Logan Smith	APE Services	10/30/23	0.75	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Madison Smith	APE Services	10/2/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Madison Smith	APE Services	10/4/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Madison Smith	APE Services	10/9/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Madison Smith	APE Services	10/11/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Madison Smith	APE Services	10/16/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Madison Smith	APE Services	10/18/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Madison Smith	APE Services	10/23/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Madison Smith	APE Services	10/30/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3152	NorCal	Brooklynn Evans	IEP Meeting	10/19/23	1.00	1	100	$100.00		$0.00	
Michael Saunders	3152	NorCal	Logan Smith	IEP Meeting	10/31/23	1.00	1	100	$100.00		$0.00	
Michelle Azevedo	3152	NorCal	Lucas Syfert	Nursing Assessment Flat	9/10/23	n/a	n/a	n/a	$500.00		$0.00	Reentty form submitted by Cassandra Hall
Michelle Azevedo	3152	NorCal	Lucas Syfert	Nurse Assessments-Travel/Mileage	9/10/23	3.50	3.5	110	$385.00	158.00	$103.49	
Mikayla Bell (Schramm)	3152	NorCal	Beraiah Keeler	Speech Assessment	10/6/23	10.50	10.5	110	$1,155.00		$0.00	
Nikita Jonas	3152	NorCal	Akasha Clark	OT Services	10/4/23	0.50	1	110	$110.00		$0.00	
Nikita Jonas	3152	NorCal	Akasha Clark	OT Services	10/18/23	0.50	1	110	$110.00		$0.00	
Nikita Jonas	3152	NorCal	Arshia Fathima Mubarak Syed	OT Services	10/3/23	0.50	1	110	$110.00		$0.00	
Nikita Jonas	3152	NorCal	Arshia Fathima Mubarak Syed	OT Services	10/10/23	0.50	1	110	$110.00		$0.00	
Nikita Jonas	3152	NorCal	Arshia Fathima Mubarak Syed	OT Services	10/17/23	0.50	1	110	$110.00		$0.00	

Nikita Jonas	3152	NorCal	Arshia Fathima Mubarak Syed	OT Services	10/24/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Arshia Fathima Mubarak Syed	OT Services	10/31/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Edgar Barajas (no show)	OT Services	10/10/23	0.50	0.5	110	$55.00		$0.00
Nikita Jonas	3152	NorCal	Edgar Barajas (no show)	OT Services	10/24/23	0.50	0.5	110	$55.00		$0.00
Nikita Jonas	3152	NorCal	Ezekiel Victorino	OT Services	10/11/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Ezekiel Victorino	OT Services	10/25/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Frank Gorman	OT Services	10/2/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Frank Gorman	OT Services	10/4/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Frank Gorman	OT Services	10/9/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Frank Gorman	OT Services	10/11/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Frank Gorman	OT Services	10/16/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Frank Gorman	OT Services	10/23/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Frank Gorman	OT Services	10/25/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Frank Gorman	OT Services	10/30/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Frank Gorman (no show)	OT Services	10/18/23	0.50	0.5	110	$55.00		$0.00
Nikita Jonas	3152	NorCal	I'mere Washington	OT Services	10/5/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	I'mere Washington	OT Services	10/9/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	I'mere Washington (no show)	OT Services	10/2/23	0.50	0.5	110	$55.00		$0.00
Nikita Jonas	3152	NorCal	I'mere Washington	OT Services	10/16/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	I'mere Washington	OT Services	10/23/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	I'mere Washington (no show)	OT Services	10/30/23	0.50	0.5	110	$55.00		$0.00
Nikita Jonas	3152	NorCal	Isaiah Ryans	OT Services	10/3/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Isaiah Ryans	OT Services	10/10/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Isaiah Ryans	OT Services	10/17/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Isaiah Ryans	OT Services	10/31/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Isaiah Ryans (no show)	OT Services	10/24/23	0.50	0.5	110	$55.00		$0.00
Nikita Jonas	3152	NorCal	Isaiah Ryans (make up)	OT Services	10/26/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Rimah Abed	OT Services	10/9/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Rimah Abed	OT Services	10/16/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Rimah Abed	OT Services	10/23/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Rimah Abed	OT Services	10/30/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Skylar Deverse	OT Services	10/12/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Skylar Deverse (no show)	OT Services	10/5/23	0.50	0.5	110	$55.00		$0.00
Nikita Jonas	3152	NorCal	Skylar Deverse	OT Services	10/19/23	0.50	1	110	$110.00		$0.00
Nikita Jonas	3152	NorCal	Skylar Deverse	OT Services	10/26/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3152	NorCal	Andrew Palmer	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3152	NorCal	Andrew Palmer	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3152	NorCal	Andrew Palmer	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3152	NorCal	Andrew Palmer	Speech Services	9/13/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3152	NorCal	Andrew Palmer	Speech Services	9/20/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3152	NorCal	Andrew Palmer	Speech Services	9/27/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3152	NorCal	Malaya Anderson (no show)	Speech Services	10/4/23	0.63	0.5	110	$55.00		$0.00
Penny Lopez	3152	NorCal	Malaya Anderson (no show)	Speech Services	10/11/23	0.63	0.5	110	$55.00		$0.00
Penny Lopez	3152	NorCal	Malaya Anderson (no show)	Speech Services	10/18/23	0.63	0.5	110	$55.00		$0.00
Penny Lopez	3152	NorCal	Malaya Anderson (no show)	Speech Services	10/25/23	0.63	0.5	110	$55.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Isaiah Ryans	510	10/3/23	0.33	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Isaiah Ryans	510	10/12/23	0.33	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Isaiah Ryans (no show)	510	10/10/23	0.33	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Isaiah Ryans (no show)	510	10/17/23	0.33	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Isaiah Ryans	510	10/24/23	0.33	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Isaiah Ryans (no show)	510	10/31/23	0.33	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Logan Marques	515	10/2/23	0.25	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Logan Marques	515	10/9/23	0.5	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Logan Marques	535	10/2/23	0.25	1	110	$110.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Logan Marques (no show)	535	10/9/23	0.25	0.5	110	$55.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Logan Marques	515	10/23/23	0.25	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Logan Marques	515	10/30/23	0.5	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Logan Marques	535	10/23/23	0.25	1	110	$110.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Logan Marques (no show)	535	10/30/23	0.25	0.5	110	$55.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Makayla Harvey	510	10/16/23	0.5	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Makayla Harvey	510	10/23/23	0.5	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Makayla Harvey	510	10/30/23	0.5	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Makayla Harvey	510	10/9/23	0.5	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Makayla Harvey (no show)	510	10/2/23	0.5	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Robert Glover	515	10/10/23	0.5	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Robert Glover	535 Behavior Student	10/3/23	0.5	1	110	$110.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Robert Glover	515	10/3/23	0.5	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Robert Glover	535 Behavior Student	10/10/23	0.5	1	110	$110.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Robert Glover	515	10/17/23	0.5	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Robert Glover	535	10/17/23	0.5	1	110	$110.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Robert Glover	515	10/31/23	0.5	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Robert Glover	535	10/24/23	0.5	1	110	$110.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Robert Glover	535	10/31/23	0.5	1	110	$110.00		$0.00
Sarah Sabaghzadeh	3152	NorCal	Robert Glover	515	10/24/23	0.5	1	95	$95.00		$0.00
Shanna Hottinger	3152	NorCal	Jose Garcia	ECP	10/18/23	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3152	NorCal	Zain Akawi	ECP	10/18/23	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3152	NorCal	Julian Robledo	ECP	10/18/23	1.50	1.5	110	$165.00		$0.00
Terrie Schoch	3152	NorCal	Lilian Rose (no show)	510	10/3/23	0.50	0.5	100	$50.00		$0.00
Terrie Schoch	3152	NorCal	Lilian Rose (no show)	510	10/24/23	0.50	0.5	100	$50.00		$0.00
Terrie Schoch	3152	NorCal	Lilian Rose (no show)	510	10/26/23	0.50	0.5	100	$50.00		$0.00
Terrie Schoch	3152	NorCal	Bruce Martin	IEP Meeting	10/23/23	1.00	1	100	$100.00		$0.00
Vahe Amirian	3152	NorCal	Serenity Johnson	IEP Meeting	10/10/23	1	1	100	$100.00		$0.00
Vahe Amirian	3152	NorCal	Beraiah Keeler	IEP Meeting	10/27/23	1.5	1.5	100	$150.00		$0.00
Vanessa Abraham	3152	NorCal	Malaya Anderson	IEP Meeting	10/18/23	1	1	100	$100.00		$0.00
Yvonne Duarte	3152	NorCal	Liam Engstrom	535 Behavior Student	10/16/23	0.5	1	110	$110.00		$0.00
Yvonne Duarte	3152	NorCal	Liam Engstrom	535 Behavior Student	10/23/23	0.5	1	110	$110.00		$0.00
Yvonne Duarte	3152	NorCal	Liam Engstrom	535 Behavior Student	10/9/23	0.5	1	110	$110.00		$0.00
Yvonne Duarte	3152	NorCal	Liam Engstrom	535 Behavior Student	10/2/23	0.5	1	110	$110.00		$0.00
				Total for Service:	**Total for Mileage:**		**Total Due:**		**$62,479.40**	**1,395.90**	**$914.31**
			Total	**$62,479.40**	**$914.31**		**$63,393.71**				

CENCA

BILLING INVOICE

Invoice #	3153	Bill To:	California Online Public School
Invoice Date:	10/31/23		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service	Billable Service in	Hourly Fee	Amount Due for	Miles	Miles Traveled	
Adriana Covarrubias	3153	CENCA	Damian Dominguez	OT Services	10/3/23	0.67	1	110	$110.00		$0.00	
Adriana Covarrubias	3153	CENCA	Damian Dominguez	OT Services	10/17/23	0.67	1	110	$110.00		$0.00	
Adriana Covarrubias	3153	CENCA	Isabella Tosti	OT Services	10/5/23	0.50	1	110	$110.00		$0.00	
Adriana Covarrubias	3153	CENCA	Isabella Tosti	OT Services	10/12/23	0.50	1	110	$110.00		$0.00	
Adriana Covarrubias	3153	CENCA	Isabella Tosti	OT Services	10/19/23	0.50	1	110	$110.00		$0.00	
Adriana Covarrubias	3153	CENCA	Isabella Tosti	OT Services	10/26/23	0.50	1	110	$110.00		$0.00	
Adriana Covarrubias	3153	CENCA	Lorenzo Fino	OT Services	10/6/23	0.50	1	110	$110.00		$0.00	
Adriana Covarrubias	3153	CENCA	Lorenzo Fino	OT Services	10/13/23	0.50	1	110	$110.00		$0.00	
Adriana Covarrubias	3153	CENCA	Lorenzo Fino	OT Services	10/20/23	0.50	1	110	$110.00		$0.00	
Adriana Covarrubias	3153	CENCA	Lorenzo Fino	OT Services	10/27/23	0.50	1	110	$110.00		$0.00	
Adriana Covarrubias	3153	CENCA	Damian Dominguez	IEP Meeting	10/18/23	1.00	1	100	$100.00		$0.00	
Alyssa Guerrero	3153	CENCA	Christian Patillo	OT Assessment	10/27/23	10.50	10.5	110	$1,155.00		$0.00	
Alyssa Guerrero	3153	CENCA	Emma DeRoux	IEP Meeting	10/5/23	1.00	1	100	$100.00		$0.00	
Alyssa Guerrero	3153	CENCA	Darius Green	IEP Meeting	10/11/23	1.00	1	100	$100.00		$0.00	
Amanda Olley	3153	CENCA	Christian Patillo	515	10/4/23	0.50	1	95	$95.00		$0.00	
Amanda Olley	3153	CENCA	Christian Patillo	515	10/11/23	0.50	1	95	$95.00		$0.00	
Amanda Olley	3153	CENCA	Christian Patillo	515	10/18/23	0.50	1	95	$95.00		$0.00	
Amanda Olley	3153	CENCA	Christian Patillo	515	10/26/23	0.50	1	95	$95.00		$0.00	
Amanda Olley	3153	CENCA	Christian Patillo	515	10/30/23	0.50	1	95	$95.00		$0.00	
Amanda Olley	3153	CENCA	Joshua Evans	515	10/3/23	1.00	1	95	$95.00		$0.00	
Amanda Olley	3153	CENCA	Joshua Evans	515	10/17/23	1.00	1	95	$95.00		$0.00	
Angelica Diaz	3153	CENCA	Cymone Canton (no show)	DHH Services	10/12/23	1.00	0.5	110	$55.00		$0.00	
Armando Alvarez Rico	3153	CENCA	Carmen Schmidt	IEP Meeting	10/25/23	1.00	1	100	$100.00		$0.00	
Ashley Thompson	3153	CENCA	Adrian Moreno	Speech Assessment	10/26/23	10.50	10.5	110	$1,155.00		$0.00	
Ashley Thompson	3153	CENCA	Aaron Moreno	Speech Assessment	10/26/23	10.50	10.5	110	$1,155.00		$0.00	
BreeAnn Lewis	3153	CENCA	Maisen Beltran	Nursing Assessment Flat	10/10/23	n/a	n/a	n/a	$500.00		$0.00	Reenty form submitted by Cassandra Hall
BreeAnn Lewis	3153	CENCA	Maisen Beltran	Nurse Assessments-Travel/Mileage	10/10/23	1.50	1.5	110	$165.00	96.00	$62.88	Reenty form submitted by Cassandra Hall
BreeAnn Lewis	3153	CENCA	Elijah White	Nursing Assessment Flat	10/10/23	n/a	n/a	n/a	$500.00		$0.00	Reenty form submitted by Cassandra Hall
BreeAnn Lewis	3153	CENCA	Elijah White	Nurse Assessments-Travel/Mileage	10/10/23	1.50	1.5	110	$165.00	96.00	$62.88	Reenty form submitted by Cassandra Hall
BreeAnn Lewis	3153	CENCA	Joshua Evans	Nursing Assessment Flat	10/24/23	n/a	n/a	n/a	$500.00		$0.00	Reenty form submitted by Cassandra Hall
BreeAnn Lewis	3153	CENCA	Joshua Evans	Nurse Assessments-Travel/Mileage	10/24/23	2.60	2.6	110	$286.00	175.60	$115.02	Reenty form submitted by Cassandra Hall
BreeAnn Lewis	3153	CENCA	Adali Burton	Nursing Assessment Flat	10/24/23	n/a	n/a	n/a	$500.00		$0.00	Reenty form submitted by Cassandra Hall
BreeAnn Lewis	3153	CENCA	Adali Burton	Nurse Assessments-Travel/Mileage	10/24/23	1.05	1.05	110	$115.50	53.60	$35.11	Reenty form submitted by Cassandra Hall
Candice Gayle	3153	CENCA	Martin Gonzalez	PT Assessment	10/8/23	10.50	10.5	110	$1,155.00		$0.00	
Candice Gayle	3153	CENCA	Emma DeRoux	IEP Meeting	10/5/23	1.00	1	100	$100.00		$0.00	
Candice Gayle	3153	CENCA	Emma DeRoux	PT Services	10/9/23	0.50	1	110	$110.00		$0.00	
Candice Gayle	3153	CENCA	Jazmine Rivera (no show)	PT Services	10/26/23	0.50	0.5	110	$55.00		$0.00	
Candice Gayle	3153	CENCA	Martin Gonzalez	IEP Meeting	10/31/23	1.00	1	100	$100.00		$0.00	
Dana Cary	3153	CENCA	Lilith Shockley	OT Assessment	10/24/23	10.50	10.5	110	$1,155.00		$0.00	
Eleonora Magri	3153	CENCA	Christian Patillo	535 Behavior Student	10/4/23	0.50	1	110	$110.00		$0.00	
Eleonora Magri	3153	CENCA	Christian Patillo	535 Behavior Student	10/11/23	0.50	1	110	$110.00		$0.00	
Eleonora Magri	3153	CENCA	Christian Patillo	535 Behavior Student	10/18/23	0.50	1	110	$110.00		$0.00	
Eleonora Magri	3153	CENCA	Christian Patillo	535 Behavior Student	10/25/23	0.50	1	110	$110.00		$0.00	
Eleonora Magri	3153	CENCA	Joshua Evans	535 Behavior Student	10/2/23	0.25	1	110	$110.00		$0.00	
Eleonora Magri	3153	CENCA	Joshua Evans	535 Behavior Student	10/23/23	0.50	1	110	$110.00		$0.00	
Eleonora Magri	3153	CENCA	Joshua Evans	535 Behavior Student	10/31/23	0.50	1	110	$110.00		$0.00	
Eleonora Magri	3153	CENCA	Joshua Evans (no show)	535 Behavior Student	10/16/23	0.50	0.5	110	$55.00		$0.00	
Eleonora Magri	3153	CENCA	Joshua Evans	IEP Meeting	10/3/23	1.25	1.25	100	$125.00		$0.00	
Erika Panayi	3153	CENCA	Carmen Schmidt	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Carmen Schmidt	Speech Services	10/12/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Carmen Schmidt	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Carmen Schmidt (no show)	Speech Services	10/26/23	0.50	0.5	110	$55.00		$0.00	
Erika Panayi	3153	CENCA	Esperanza Perez	Speech Services	10/2/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Esperanza Perez	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Esperanza Perez	Speech Services	10/9/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Esperanza Perez	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Esperanza Perez	Speech Services	10/16/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Esperanza Perez	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Esperanza Perez	Speech Services	10/23/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Esperanza Perez	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Esperanza Perez	Speech Services	10/30/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Jeremiah Drake	Speech Services	10/6/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Jeremiah Drake (no show)	Speech Services	10/20/23	0.50	0.5	110	$55.00		$0.00	
Erika Panayi	3153	CENCA	Jeremiah Drake (no show)	Speech Services	10/27/23	0.50	0.5	110	$55.00		$0.00	
Erika Panayi	3153	CENCA	Jeremiah Drake (no show)	Speech Services	10/13/23	0.50	0.5	110	$55.00		$0.00	
Erika Panayi	3153	CENCA	Lorenzo Fino	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Lorenzo Fino	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00	
Erika Panayi	3153	CENCA	Lorenzo Fino	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Damian Dominguez	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Damian Dominguez	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Damian Dominguez	Speech Services	10/12/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Damian Dominguez	Speech Services	10/10/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Damian Dominguez	Speech Services	10/17/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Damian Dominguez	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Joshua Evans	Speech Services	10/2/23	1.00	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Joshua Evans	Speech Services	10/9/23	1.00	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Joshua Evans	Speech Services	10/16/23	1.00	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Khloe Carter	Speech Services	10/17/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Khloe Carter	Speech Services	10/20/23	0.50	1	110	$110.00		$0.00	

Evette Rios	3153	CENCA	Martin Gonzalez	Speech Services	10/2/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Martin Gonzalez	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Martin Gonzalez	Speech Services	10/9/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Martin Gonzalez	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Martin Gonzalez	Speech Services	10/16/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Martin Gonzalez	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Martin Gonzalez	Speech Services	10/23/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Martin Gonzalez	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00	
Evette Rios	3153	CENCA	Stormy Smith	Speech Services	10/27/23	0.50	1	110	$110.00		$0.00	
Jennifer Han-Rivas	3153	CENCA	Elijah White	Speech Assessment	10/6/23	10.50	10.5	110	$1,155.00		$0.00	
Jennifer Han-Rivas	3153	CENCA	Christian Patillo	Speech Assessment	10/27/23	10.50	10.5	110	$1,155.00		$0.00	
Jennifer Han-Rivas	3153	CENCA	Joshua Evans	Speech Assessment	10/31/23	10.50	10.5	110	$1,155.00		$0.00	
Jennifer Han Rivas	3153	CENCA	Javier Godinez	Speech Services	10/13/23	0.50	1	110	$110.00		$0.00	
Jennifer Han Rivas	3153	CENCA	Javier Godinez (no show)	Speech Services	10/5/23	0.50	0.5	110	$55.00		$0.00	
Jennifer Han Rivas	3153	CENCA	Javier Godinez	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00	
Jennifer Han Rivas	3153	CENCA	Javier Godinez (no show)	Speech Services	10/26/23	0.50	0.5	110	$55.00		$0.00	
Jessica Marinelli	3153	CENCA	Kenton Wood	IEP Meeting	10/3/23	1.00	1	100	$100.00		$0.00	
Jessica Marinelli	3153	CENCA	Emma DeRoux	IEP Meeting	10/5/23	1.00	1	100	$100.00		$0.00	
Kacy McCalla	3153	CENCA	Bella Buoni	Ed Psych Assessment	10/16/23	n/a	n/a	n/a	$1,950.00	17.70	$11.59	
Kacy McCalla	3153	CENCA	Jonathan Diaz	Ed Psych Assessment	10/30/23	n/a	n/a	n/a	$1,950.00	70.00	$45.85	
Kacy McCalla	3153	CENCA	Aiden Hill	IEP Meeting	10/30/23	1.00	1	100	$100.00		$0.00	
Kasey Galik	3153	CENCA	Emma DeRoux	APE Services	10/6/23	0.50	1	110	$110.00		$0.00	
Kasey Galik	3153	CENCA	Jayden Ortiz	APE Services	10/6/23	0.50	1	110	$110.00		$0.00	
Kasey Galik	3153	CENCA	Jayden Ortiz	APE Services	10/13/23	0.50	1	110	$110.00		$0.00	
Kasey Galik	3153	CENCA	Jayden Ortiz	APE Services	10/20/23	0.50	1	110	$110.00		$0.00	
Kasey Galik	3153	CENCA	Jayden Ortiz	APE Services	10/27/23	0.50	1	110	$110.00		$0.00	
Kasey Galik	3153	CENCA	Emma DeRoux	IEP Meeting	10/5/23	1.00	1	100	$100.00		$0.00	
Katherine McMahon	3153	CENCA	Aaron Moreno	Nursing Assessment Flat	10/3/23	n/a	n/a	n/a	$500.00		$0.00	
Katherine McMahon	3153	CENCA	Aaron Moreno	Nurse Assessments-Travel/Mileage	10/3/23	0.50	0.5	110	$55.00	14.40	$9.43	
Katherine McMahon	3153	CENCA	Adrian Moreno	Nursing Assessment Flat	10/3/23	n/a	n/a	n/a	$500.00		$0.00	
Katherine McMahon	3153	CENCA	Adrian Moreno	Nurse Assessments-Travel/Mileage	10/3/23	0.50	0.5	110	$55.00	14.40	$9.43	
Katherine McMahon	3153	CENCA	Christian Patillo	Nursing Assessment Flat	10/7/23	n/a	n/a	n/a	$500.00		$0.00	
Katherine McMahon	3153	CENCA	Christian Patillo	Nurse Assessments-Travel/Mileage	10/7/23	5.00	5	110	$550.00	336.00	$220.08	
Katherine McMahon	3153	CENCA	Macie Waters	Nursing Assessment Flat	10/8/23	n/a	n/a	n/a	$500.00		$0.00	
Katherine McMahon	3153	CENCA	Macie Waters	Nurse Assessments-Travel/Mileage	10/8/23	2.00	2	110	$220.00	100.20	$65.63	
Katherine McMahon	3153	CENCA	Spencer Tubbs	Nursing Assessment Flat	10/14/23	n/a	n/a	n/a	$500.00		$0.00	
Katherine McMahon	3153	CENCA	Spencer Tubbs	Nurse Assessments-Travel/Mileage	10/14/23	2.00	2	110	$220.00	102.20	$66.94	
Katherine McMahon	3153	CENCA	Jonathan Diaz	Nursing Assessment Flat	10/17/23	n/a	n/a	n/a	$500.00		$0.00	
Katherine McMahon	3153	CENCA	Jonathan Diaz	Nurse Assessments-Travel/Mileage	10/17/23	3.50	3.5	110	$385.00	181.00	$118.56	
Katherine McMahon	3153	CENCA	Tobias Tracy	Nursing Assessment Flat	10/18/23	n/a	n/a	n/a	$500.00		$0.00	
Katherine McMahon	3153	CENCA	Tobias Tracy	Nurse Assessments-Travel/Mileage	10/18/23	1.00	1	110	$110.00	34.20	$22.40	
Katherine McMahon	3153	CENCA	Paris Mendez	Nursing Assessment Flat	10/18/23	n/a	n/a	n/a	$500.00		$0.00	
Katherine McMahon	3153	CENCA	Paris Mendez	Nurse Assessments-Travel/Mileage	10/18/23	1.00	1	110	$110.00	44.80	$29.34	
Katherine McMahon	3153	CENCA	Julian Cano	Nursing Assessment Flat	10/21/23	n/a	n/a	n/a	$500.00		$0.00	
Katherine McMahon	3153	CENCA	Julian Cano	Nurse Assessments-Travel/Mileage	10/21/23	2.00	2	110	$220.00	103.00	$67.47	
Kelly Dunn	3153	CENCA	Darius Green	IEP Meeting	10/11/23	1.00	1	100	$100.00		$0.00	
Laura Wiese	3153	CENCA	Adam Granum	OT Services	10/12/23	0.50	1	110	$110.00		$0.00	
Laura Wiese	3153	CENCA	Darius Green (no show)	OT Services	10/5/23	0.50	0.5	110	$55.00		$0.00	
Laura Wiese	3153	CENCA	Esperanza Perez	OT Services	10/3/23	0.50	1	110	$110.00		$0.00	
Laura Wiese	3153	CENCA	Esperanza Perez	OT Services	10/10/23	0.50	1	110	$110.00		$0.00	
Laura Wiese	3153	CENCA	Jeremiah Drake	OT Services	10/11/23	0.50	1	110	$110.00		$0.00	
Lauren Linhoff	3153	CENCA	Martin Gonzalez	APE Assessment	10/24/23	10.50	10.5	110	$1,155.00		$0.00	
Lauren Linhoff	3153	CENCA	Martin Gonzalez	IEP Meeting	10/31/23	1.00	1	100	$100.00		$0.00	
Lynn Defino	3153	CENCA	Joshua Evans	IEP Meeting	10/3/23	1.00	1	100	$100.00		$0.00	Reenty form submitted
Melissa Yepez	3153	CENCA	Adam Granum	OT Services	10/20/23	0.50	1	110	$110.00		$0.00	
Melissa Yepez	3153	CENCA	Adam Granum	OT Services	10/27/23	0.50	1	110	$110.00		$0.00	
Mercedes Allin	3153	CENCA	Yasmeen Alae	Speech Services	10/2/23	0.50	1	110	$110.00		$0.00	
Mercedes Allin	3153	CENCA	Yasmeen Alae	Speech Services	10/9/23	0.50	1	110	$110.00		$0.00	
Mercedes Allin	3153	CENCA	Yasmeen Alae	Speech Services	10/16/23	0.50	1	110	$110.00		$0.00	
Mercedes Allin	3153	CENCA	Yasmeen Alae	Speech Services	10/23/23	0.50	1	110	$110.00		$0.00	
Mercedes Allin	3153	CENCA	Yasmeen Alae	Speech Services	10/30/23	0.50	1	110	$110.00		$0.00	
Mia Frimtzis	3153	CENCA	Anthony Gutierrez	510	10/4/23	0.50	1	100	$100.00		$0.00	
Mia Frimtzis	3153	CENCA	Anthony Gutierrez	510	10/11/23	0.50	1	100	$100.00		$0.00	
Mia Frimtzis	3153	CENCA	Anthony Gutierrez	510	10/18/23	0.50	1	100	$100.00		$0.00	
Mia Frimtzis	3153	CENCA	Anthony Gutierrez	510	10/25/23	0.50	1	100	$100.00		$0.00	
Mia Frimtzis	3153	CENCA	Darius Green	510	10/5/23	0.50	1	100	$100.00		$0.00	
Mia Frimtzis	3153	CENCA	Darius Green	510	10/12/23	0.50	1	100	$100.00		$0.00	
Mia Frimtzis	3153	CENCA	Darius Green	510	10/19/23	0.50	1	100	$100.00		$0.00	
Mia Frimtzis	3153	CENCA	Darius Green	510	10/26/23	0.50	1	100	$100.00		$0.00	
Mia Frimtzis	3153	CENCA	Darius Greeen	IEP Meeting	10/11/23	1.00	1	100	$100.00		$0.00	
Michael Saunders	3153	CENCA	Nammi Gohari	APE Services	10/4/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3153	CENCA	Nammi Gohari	APE Services	10/11/23	0.50	1	110	$110.00		$0.00	
Michael Saunders	3153	CENCA	Nammi Gohari	APE Services	10/18/23	0.50	1	110	$110.00		$0.00	
Monique Nguyen	3153	CENCA	Elijah White	OT Assessment	10/17/23	10.50	10.5	110	$1,155.00		$0.00	
Patricia Slaback	3153	CENCA	Jayden Ortiz	OI Services	10/26/23	0.50	1	110	$110.00		$0.00	
Patricia Slaback	3153	CENCA	Jeremiah Drake	OI Services	10/26/23	0.50	1	110	$110.00		$0.00	
Patricia Slaback	3153	CENCA	Nammi Gohari	OI Services	10/30/23	0.25	1	110	$110.00		$0.00	
Penny Lopez	3153	CENCA	Cassidy Otero	Speech Services	9/27/23	0.50	1	110	$110.00		$0.00	
Penny Lopez	3153	CENCA	Cassidy Otero	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00	
Penny Lopez	3153	CENCA	Cassidy Otero	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00	
Penny Lopez	3153	CENCA	Cassidy Otero	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00	
Penny Lopez	3153	CENCA	Cassidy Otero	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00	
Penny Lopez	3153	CENCA	Cassidy Otero	Speech Services	9/13/23	0.50	1	110	$110.00		$0.00	
Penny Lopez	3153	CENCA	Cassidy Otero	Speech Services	9/20/23	0.50	1	110	$110.00		$0.00	
Penny Lopez	3153	CENCA	Darius Green	Speech Services	9/13/23	0.50	1	110	$110.00		$0.00	
Penny Lopez	3153	CENCA	Darius Green	Speech Services	9/20/23	0.50	1	110	$110.00		$0.00	

Penny Lopez	3153	CENCA	Darius Green	Speech Services	9/27/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3153	CENCA	Darius Green	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3153	CENCA	Darius Green	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3153	CENCA	Darius Green	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3153	CENCA	Darius Green	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3153	CENCA	Emma DeRoux	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3153	CENCA	Emma DeRoux	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3153	CENCA	Emma DeRoux	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3153	CENCA	Kenton Wood	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3153	CENCA	Kenton Wood	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3153	CENCA	Kenton Wood	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00
Penny Lopez	3153	CENCA	Kenton Wood (no show)	Speech Services	10/4/23	0.50	0.5	110	$55.00		$0.00
Penny Lopez	3153	CENCA	Kenton Wood (make up 9/6)	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Sarah Sabaghzadeh	3153	CENCA	Aiden Tracy	510	10/5/23	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3153	CENCA	Ivy Rhyne (no show)	510	10/5/23	0.50	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3153	CENCA	Ivy Rhyne (no show)	510	10/19/23	0.50	0.5	100	$50.00		$0.00
Shanna Hottinger	3153	CENCA	Julian Cano	ECP	10/17/23	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3153	CENCA	Haylee Moore	ECP	10/17/23	1.50	1.5	110	$165.00		$0.00
Shelbi Casados	3153	CENCA	Adam Granum	Speech Services	10/11/23	0.75	1	110	$110.00		$0.00
Terri Schoch	3153	CENCA	Anthony Gutierrez	IEP Meeting	10/4/23	1.00	1	100	$100.00		$0.00
Terri Schoch	3153	CENCA	Nammi Gohari (no show)	510	10/25/23	0.50	0.5	100	$50.00		$0.00
Terri Schoch	3153	CENCA	Aiden Tracy	IEP Meeting	10/17/23	1.50	1.5	100	$150.00		$0.00
Terri Schoch	3153	CENCA	Ivy Rhyne	IEP Meeting	10/18/23	1.00	1	100	$100.00		$0.00
Vahe Amirian	3153	CENCA	Elijah White	Ed Psych Assessment	10/7/23	n/a	n/a	n/a	$1,950.00	186.00	$121.83
Vahe Amirian	3153	CENCA	Christian Patillo	Ed Psych Assessment	10/14/23	n/a	n/a	n/a	$1,950.00	98.00	$64.19
Vanessa Abraham	3153	CENCA	Joshua Evans	IEP Meeting	10/3/23	1.25	1.25	100	$125.00		$0.00
Yvonne Duarte	3153	CENCA	Lorenzo Fino	535 Behavior Student	10/2/23	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3153	CENCA	Lorenzo Fino	535 Behavior Student	10/16/23	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3153	CENCA	Lorenzo Fino	535 Behavior Student	10/23/23	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3153	CENCA	Lorenzo Fino	535 Behavior Student	10/30/23	0.50	1	110	$110.00		$0.00
				Total for Service:	**Total for Mileage:**		**Total Due:**		**$44,596.50**	**1301.90**	**$1,128.63**
			Total	**$44,596.50**	**$1,128.63**		**$45,725.13**				

CAPO Monterey

BILLING INVOICE

Invoice #	3156
Invoice Date:	10/31/23
Name:	El Paseo Children's Center Inc
Mailing Address	74075 El Paseo Drive, Suite A2B
	Palm Desert, CA 92260
Telephone	760-342-4900

Bill To: California Online Public School
Attn: La Chelle Carter

lacarter@calca.connectionsacademy.org
SPED-Finance@californiaops.org
abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled x .655
Abigail Smalligan	3156	CAPOMONT	Gabriela Ramirez	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00
Abigail Smalligan	3156	CAPOMONT	Gabriela Ramirez	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Abigail Smalligan	3156	CAPOMONT	Gabriela Ramirez (no show)	Speech Services	10/30/23	0.50	0.5	110	$55.00		$0.00
Adriana Covarrubias	3156	CAPOMONT	Ashwin Prem	OT Services	10/5/23	0.75	1	110	$110.00		$0.00
Adriana Covarrubias	3156	CAPOMONT	Ashwin Prem	OT Services	10/12/23	0.75	1	110	$110.00		$0.00
Adriana Covarrubias	3156	CAPOMONT	Ashwin Prem	OT Services	10/19/23	0.75	1	110	$110.00		$0.00
Adriana Covarrubias	3156	CAPOMONT	Ashwin Prem	OT Services	10/26/23	0.75	1	110	$110.00		$0.00
Adriana Covarrubias	3156	CAPOMONT	Wesley Evans	OT Services	10/4/23	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3156	CAPOMONT	Wesley Evans	OT Services	10/11/23	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3156	CAPOMONT	Wesley Evans	OT Services	10/18/23	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3156	CAPOMONT	Wesley Evans	OT Services	10/25/23	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3156	CAPOMONT	Wesley Evans	OT Services Parent	10/18/23	0.25	1	110	$110.00		$0.00
Ailien Nguyenly	3156	CAPOMONT	Miguel Pratti	OT Services	10/27/23	0.25	1	110	$110.00		$0.00
Albert Litvin	3156	CAPOMONT	Jeter Gonzales	Speech Assessment	10/17/23	10.50	10.5	110	$1,155.00		$0.00
Alyssa Guerrero	3156	CAPOMONT	Jeter Gonzales	OT Assessment	10/13/23	10.5	10.5	110	$1,155.00		$0.00
Alyssa Guerrero	3156	CAPOMONT	Miguel Pratti	IEP Meeting	10/23/23	1	1	100	$100.00		$0.00
Elizabeth Lee	3156	CAPOMONT	Jelani Glover	Ed Assessment	10/14/23	n/a	n/a	n/a	$1,950.00	8.20	$5.37
Elizabeth Lee	3156	CAPOMONT	Jeter Gonzales	Ed Assessment	10/15/23	n/a	n/a	n/a	$1,950.00	157.40	$103.10
Elizabeth Lee	3156	CAPOMONT	Jelani Glover (no show)	IEP Meeting	10/27/23	0.5	0.5	100	$50.00		$0.00
Ericka Panayi	3156	CAPOMONT	Alessandro Grella	Speech Services	10/2/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Alessandro Grella	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Alessandro Grella	Speech Services	10/9/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Alessandro Grella	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Alessandro Grella	Speech Services	10/16/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Alessandro Grella	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Alessandro Grella	Speech Services	10/23/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Alessandro Grella	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Alessandro Grella	Speech Services	10/30/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Scarlett Hudgins	Speech Services	10/3/23	1.00	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Scarlett Hudgins	Speech Services	10/10/23	1.00	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Scarlett Hudgins	Speech Services	10/17/23	1.00	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Scarlett Hudgins	Speech Services	10/24/23	1.00	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Scarlett Hudgins	Speech Services	10/31/23	1.00	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Tatiana Alvarez Guerrero	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Tatiana Alvarez Guerrero	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Ericka Panayi	3156	CAPOMONT	Tatiana Alvarez Guerrero	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Aaliyah Pastoriza (no show)	Speech Services	10/2/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3156	CAPOMONT	Aaliyah Pastoriza (no show)	Speech Services	10/9/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3156	CAPOMONT	Aaliyah Pastoriza (no show)	Speech Services	10/16/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3156	CAPOMONT	Aaliyah Pastoriza (no show)	Speech Services	10/23/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3156	CAPOMONT	Ashwin Prem	Speech Services	10/3/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Ashwin Prem	Speech Services	10/10/23	0.50	1	110	$110.00		$0.00

Evette Rios	3156	CAPOMONT	Ashwin Prem	Speech Services	10/16/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Jeter Gonzales	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Jeter Gonzales	Speech Services	10/12/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Jeter Gonzales	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Jeter Gonzales	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Wesley Evans	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Wesley Evans	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Wesley Evans	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Wesley Evans	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Wesley Evans	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Evette Rios	3156	CAPOMONT	Wesley Evans (no show)	Speech Services	10/25/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3156	CAPOMONT	Wesley Evans (no show)	Speech Services	10/26/23	0.50	0.5	110	$55.00		$0.00
Evette Rios	3156	CAPOMONT	Wesley Evans (no show)	Speech Services	10/12/23	0.50	0.5	110	$55.00		$0.00
Heidi Newton	3156	CAPOMONT	Jelani Glover	Nursing Assessment Flat	10/1/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3156	CAPOMONT	Jelani Glover	Nurse Assessments-Travel/Mileage	10/1/23	0.27	0.27	110	$29.70	4.80	$3.14
Heidi Newton	3156	CAPOMONT	Ava Tabios	Nursing Assessment Flat	10/3/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3156	CAPOMONT	Ava Tabios	Nurse Assessments-Travel/Mileage	10/3/23	0.65	0.65	110	$71.50	12.30	$8.06
Heidi Newton	3156	CAPOMONT	Jordan Gonzales	Nursing Assessment Flat	10/19/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3156	CAPOMONT	Jordan Gonzales	Nurse Assessments-Travel/Mileage	10/19/23	3.57	3.57	110	$392.70	169.10	$110.76
Heidi Newton	3156	CAPOMONT	Daniel Sherrod	Nursing Assessment Flat	10/20/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3156	CAPOMONT	Daniel Sherrod	Nurse Assessments-Travel/Mileage	10/20/23	0.90	0.9	110	$99.00	19.00	$12.45
Heidi Newton	3156	CAPOMONT	Alexander Robinson	Nursing Assessment Flat	10/22/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3156	CAPOMONT	Alexander Robinson	Nurse Assessments-Travel/Mileage	10/22/23	0.60	0.6	110	$66.00	16.20	$10.61
Heidi Newton	3156	CAPOMONT	Dominic Gonzales	Nursing Assessment Flat	10/22/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3156	CAPOMONT	Dominic Gonzales	Nurse Assessments-Travel/Mileage	10/22/23	4.26	4.26	110	$468.60	206.70	$135.39
Heidi Newton	3156	CAPOMONT	Gabriela Cruz Ramirez	Nursing Assessment Flat	10/25/23	n/a	n/a	n/a	$500.00		$0.00
Heidi Newton	3156	CAPOMONT	Gabriela Cruz Ramirez	Nurse Assessments-Travel/Mileage	10/25/23	0.60	0.6	110	$66.00	12.80	$8.38
Heidi Newton	3156	CAPOMONT	Genevieve Noble	Nursing Assessment Flat	10/26/23	n/a	n/a	n/a	$500.00		$0.00
Jennifer Han-Rivas	3156	CAPOMONT	Sakari Franklin	Speech Services	10/4/23	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3156	CAPOMONT	Sakari Franklin	Speech Services	10/5/23	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3156	CAPOMONT	Sakari Franklin	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3156	CAPOMONT	Sakari Franklin	Speech Services	10/13/23	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3156	CAPOMONT	Sakari Franklin	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3156	CAPOMONT	Sakari Franklin	Speech Services	10/19/23	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3156	CAPOMONT	Sakari Franklin	Speech Services	10/25/23	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3156	CAPOMONT	Sakari Franklin	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Kelly Dunn	3156	CAPOMONT	Paxton O'Conner	AT Services	10/11/23	0.33	1	120	$120.00		$0.00
Melanie Segrave	3156	CAPOMONT	Amelia MacClary	515 Group Counseling	10/6/23	1.00	1	95	$95.00		$0.00
Melanie Segrave	3156	CAPOMONT	Amelia MacClary	515 Group Counseling	10/12/23	1.00	1	95	$95.00		$0.00
Melanie Segrave	3156	CAPOMONT	Amelia MacClary	515 Group Counseling	10/19/23	1.00	1	95	$95.00		$0.00
Melanie Segrave	3156	CAPOMONT	Tatiana Alvarez Guerrero	510	10/18/23	0.75	1	100	$100.00		$0.00
Melanie Segrave	3156	CAPOMONT	Tatiana Alvarez Guerrero	510	10/25/23	0.75	1	100	$100.00		$0.00
Melanie Segrave	3156	CAPOMONT	Amelia MacClary	IEP Meeting	10/12/23	1.00	1	100	$100.00		$0.00
Mercedes Allin	3156	CAPOMONT	Austin Limon (no show)	Speech Services	10/3/23	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3156	CAPOMONT	Austin Limon	Speech Services	10/10/23	0.50	1	110	$110.00		$0.00
Mercedes Allin	3156	CAPOMONT	Austin Limon (no show)	Speech Services	10/13/23	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3156	CAPOMONT	Austin Limon	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Mercedes Allin	3156	CAPOMONT	Austin Limon (no show)	Speech Services	10/26/23	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3156	CAPOMONT	Austin Limon	Speech Services	10/17/23	0.50	1	110	$110.00		$0.00

Mercedes Allin	3156	CAPOMONT	Austin Limon	Speech Services	10/27/23	0.50	1	110	$110.00		$0.00
Mercedes Allin	3156	CAPOMONT	Austin Limon	Speech Services	10/31/23	0.50	1	110	$110.00		$0.00
Mercedes Allin	3156	CAPOMONT	Paxton O'Conner	Speech Services	10/2/23	0.50	1	110	$110.00		$0.00
Mercedes Allin	3156	CAPOMONT	Paxton O'Conner	Speech Services	10/9/23	0.50	1	110	$110.00		$0.00
Mercedes Allin	3156	CAPOMONT	Paxton O'Conner	Speech Services	10/11/23	0.50	1	110	$110.00		$0.00
Mercedes Allin	3156	CAPOMONT	Paxton O'Conner	Speech Services	10/16/23	0.50	1	110	$110.00		$0.00
Mercedes Allin	3156	CAPOMONT	Paxton O'Conner	Speech Services	10/18/23	0.50	1	110	$110.00		$0.00
Mercedes Allin	3156	CAPOMONT	Paxton O'Conner	Speech Services	10/23/23	0.50	1	110	$110.00		$0.00
Mercedes Allin	3156	CAPOMONT	Paxton O'Conner	Speech Services	10/30/23	0.50	1	110	$110.00		$0.00
Mia Frimtzis	3156	CAPOMONT	Vivien Briel	IEP Meeting	10/23/23	1.00	1	100	$100.00		$0.00
Michael Saunders	3156	CAPOMONT	Ashwin Prem	APE Service	10/4/23	0.50	1	110	$110.00		$0.00
Michael Saunders	3156	CAPOMONT	Ashwin Prem	APE Service	10/11/23	0.50	1	110	$110.00		$0.00
Michael Saunders	3156	CAPOMONT	Ashwin Prem	APE Service	10/18/23	0.50	1	110	$110.00		$0.00
Michael Saunders	3156	CAPOMONT	Ashwin Prem	APE Service	10/24/23	0.50	1	110	$110.00		$0.00
Michael Saunders	3156	CAPOMONT	Miguel Pratti	IEP Meeting	10/23/23	1.00	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3156	CAPOMONT	Siyona Ghosh	510	10/2/23	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3156	CAPOMONT	Siyona Ghosh	510	10/9/23	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3156	CAPOMONT	Siyona Ghosh	510	10/16/23	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3156	CAPOMONT	Siyona Ghosh	510	10/23/23	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3156	CAPOMONT	Siyona Ghosh	510	10/30/23	0.50	1	100	$100.00		$0.00
Shanna Hottinger	3156	CAPOMONT	Olivia Oliver	ECP	10/17/23	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3156	CAPOMONT	Bella Mendoza	ECP	10/20/23	1.50	1.5	110	$165.00		$0.00
Syndi Shefer	3156	CAPOMONT	Vivien Briel	Speech Services	10/26/23	0.50	1	110	$110.00		$0.00
Syndi Shefer	3156	CAPOMONT	Vivien Briel	Speech Services	10/27/23	0.50	1	110	$110.00		$0.00
Syndi Shefer	3156	CAPOMONT	Vivien Briel	IEP Meeting	10/23/23	1.00	1	100	$100.00		$0.00
Terri Schoch	3156	CAPOMONT	Autumn Baleria	510	10/16/23	0.50	1	100	$100.00		$0.00
Terri Schoch	3156	CAPOMONT	Autumn Baleria	510	10/20/23	0.50	1	100	$100.00		$0.00
Terri Schoch	3156	CAPOMONT	Autumn Baleria (no show)	510	10/23/23	0.50	0.5	100	$50.00		$0.00
Terri Schoch	3156	CAPOMONT	Autumn Baleria (no show)	510	10/27/23	0.50	0.5	100	$50.00		$0.00
Terri Schoch	3156	CAPOMONT	Autumn Baleria (no show)	510	10/30/23	0.50	0.5	100	$50.00		$0.00
Terrie Schoch	3156	CAPOMONT	Trevor Solorzano (no show)	510	10/2/23	1.00	0.5	100	$50.00		$0.00
Terrie Schoch	3156	CAPOMONT	Trevor Solorzano (no show)	510	10/4/23	1.00	0.5	100	$50.00		$0.00
Terrie Schoch	3156	CAPOMONT	Trevor Solorzano	510	10/11/23	1.00	1	100	$100.00		$0.00
Terrie Schoch	3156	CAPOMONT	Trevor Solorzano	510	10/18/23	1.00	1	100	$100.00		$0.00
Terrie Schoch	3156	CAPOMONT	Trevor Solorzano	510	10/25/23	1.00	1	100	$100.00		$0.00
Terrie Schoch	3156	CAPOMONT	Trevor Solorzano (no show)	510	10/23/23	1.00	0.5	100	$50.00		$0.00
Terrie Schoch	3156	CAPOMONT	Trevor Solorzano (no show)	510	10/30/23	1.00	0.5	100	$50.00		$0.00
Terrie Schoch	3156	CAPOMONT	Trevor Solorzano (no show)	510	10/16/23	1.00	0.5	100	$50.00		$0.00
Terrie Schoch	3156	CAPOMONT	Trevor Solorzano (no show)	510	10/31/23	1.00	0.5	100	$50.00		$0.00
Terrie Schoch	3156	CAPOMONT	Trevor Solorzano	IEP Meeting	10/3/23	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3156	CAPOMONT	Austin Limon	IEP Meeting	10/27/23	1.00	1	100	$100.00		$0.00
				Total for Service:	Total for Mileage:		TOTAL DUE		$22,513.50	606.50	$397.26
			Total	$22,513.50	$397.26		$22,910.76				

INVOICE

Speech-Language Pathology Services - September 2023

Milestones Therapy Group, A Prof. SLP Corporation
1968 S. Coast Hwy., Suite 370
Laguna Beach, California 92651
United States

949-229-2021
www.milestonestherapygroup.com

BILL TO
California Online Public Schools, Connections Academy
33272 Valle Road
San Juan Capistrano, California 92675
United States

Invoice Number:	1083
Invoice Date:	November 22, 2023
Payment Due:	January 6, 2024
Amount Due (USD):	**$40,753.28**

Pay Securely Online

Services	Amount
Speech-language pathology services SoCal (09/05/2023-09/30/2023)	$26,858.14
Speech-language pathology services NorCal (09/05/2023-09/30/2023)	$5,643.71
Speech-language pathology services Central Valley (09/05/2023-09/30/2023)	$4,441.01
Speech-language pathology services Central Coast (09/05/2023-09/30/2023)	$842.94
Speech-language pathology services Monterey Bay (09/05/2023-09/30/2023)	$2,605.34
Speech-language pathology services North Bay (09/05/2023-09/30/2023)	$362.14

INVOICE

Speech-Language Pathology Services - September 2023

Milestones Therapy Group, A Prof. SLP Corporation
1968 S. Coast Hwy., Suite 370
Laguna Beach, California 92651
United States

949-229-2021
www.milestonestherapygroup.com

Subtotal:	$40,753.28
Total:	$40,753.28
Amount Due (USD):	**$40,753.28**

Pay Securely Online

link.waveapps.com/a99c5g-yt7rs9

Notes / Terms

For details of the services listed on this summary invoice, please:

Refer to the email attachment sent to sped-finance@californiaops.org

Thank you for your business!

INVOICE

Speech-Language Pathology Services - October 2023

Milestones Therapy Group, A Prof. SLP Corporation
1968 S. Coast Hwy., Suite 370
Laguna Beach, California 92651
United States

949-229-2021
www.milestonestherapygroup.com

BILL TO
California Online Public Schools, Connections Academy
33272 Valle Road
San Juan Capistrano, California 92675
United States

Invoice Number:	1084
Invoice Date:	December 2, 2023
Payment Due:	January 16, 2024
Amount Due (USD):	**$58,390.64**

Pay Securely Online

Services	Amount
Speech-language pathology services SoCal (10/01/2023-10/31/2023)	$36,249.10
Speech-language pathology services NorCal (10/01/2023-10/31/2023)	$10,629.00
Speech-language pathology services Central Valley (10/01/2023-10/31/2023)	$6,946.87
Speech-language pathology services Central Coast (10/01/2023-10/31/2023)	$921.51
Speech-language pathology services Monterey Bay (10/01/2023-10/31/2023)	$3,293.96
Speech-language pathology services North Bay (10/01/2023-10/31/2023)	$350.20

INVOICE

Speech-Language Pathology Services - October 2023

Milestones Therapy Group, A Prof. SLP Corporation
1968 S. Coast Hwy., Suite 370
Laguna Beach, California 92651
United States

949-229-2021
www.milestonestherapygroup.com

Subtotal:	$58,390.64
Total:	$58,390.64
Amount Due (USD):	**$58,390.64**

Pay Securely Online

link.waveapps.com/fnuh6a-jvmysp

Notes / Terms

For details of the services listed on this summary invoice, please:

Refer to the email attachment sent to sped-finance@californiaops.org

Thank you for your business!

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Aaliysah Olvera	3151	CapCo	Roman Armenise	535	10/31/2023	0.83	1	110	$110.00		$0.00
Abigail Smalligan	3151	CapCo	Belen Martinez	Speech Assessment	10/24/2023	10.50	10.5	110	$1,155.00		$0.00
Abigail Smalligan	3151	CapCo	Belen Martinez	AAC Assessment	10/31/2023	n/a	n/a	n/a	$1,783.00		$0.00
Adriana Covarrubias	3151	CapCo	Aenghus Decker-Knealing	OT Services	10/3/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Aenghus Decker-Knealing	OT Services	10/10/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Aenghus Decker-Knealing	OT Services	10/17/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Aenghus Decker-Knealing	OT Services	10/24/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Aenghus Decker-Knealing	OT Services	10/31/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Athena Lindsay	OT Services	10/4/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Athena Lindsay	OT Services	10/11/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Athena Lindsay	OT Services	10/25/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Athena Lindsay (no show)	OT Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Adriana Covarrubias	3151	CapCo	Cynthia Navarro	OT Services	10/12/2023	1.00	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Cynthia Navarro (m/u 9/28)	OT Services	10/10/2023	1.00	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Cynthia Navarro	OT Services	10/27/2023	1.00	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Cynthia Navarro (m/u 10/19)	OT Services	10/30/2023	1.00	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Cynthia Navarro (m/u 10/6)	OT Services	10/24/2023	1.00	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Konnor Tichenor	OT Services	10/12/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Konnor Tichenor	OT Services	10/13/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Konnor Tichenor	OT Services	10/20/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Miguel Antonio Ylagan	OT Services	10/6/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Miguel Antonio Ylagan	OT Services	10/13/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Miguel Antonio Ylagan	OT Services	10/20/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Miguel Antonio Ylagan	OT Services	10/27/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Tony Escobar	OT Services	10/10/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Tony Escobar	OT Services	10/24/2023	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3151	CapCo	Alexander Mendoza	IEP Meeting	10/24/2023	1.00	1	100	$100.00		$0.00
Adriana Covarrubias	3151	CapCo	Christian Vega Part 2	IEP Meeting	10/20/2023	1.00	1	100	$100.00		$0.00
Adriana Covarrubias	3151	CapCo	Kealii Leilua	IEP Meeting	10/23/2023	1.00	1	100	$100.00		$0.00
Adriana Covarrubias	3151	CapCo	Roman Armenise	IEP Meeting	10/25/2023	1.00	1	100	$100.00		$0.00
Adriana Covarrubias	3151	CapCo	Yaretzi Sigala	IEP Meeting	10/19/2023	1.00	1	100	$100.00		$0.00
Adriana Covarrubias	3151	CapCo	Onyx-Ray Murrell	IEP Meeting	10/2/2023	1.00	1	100	$100.00		$0.00
Adriana Covarrubias	3151	CapCo	Diego Olvera	IEP Meeting	10/3/2023	1.00	1	100	$100.00		$0.00
Adriana Covarrubias	3151	CapCo	Harlem Allen	IEP Meeting	10/10/2023	1.00	1	100	$100.00		$0.00
Ahmire McKoy	3151	CapCo	Ryan Hartley	Ed Psych Assessment	10/14/2023	n/a	n/a	n/a	$1,950.00	210.00	$137.55
Ahmire McKoy	3151	CapCo	Ray Flores	Ed Psych Assessment	10/5/2023	n/a	n/a	n/a	$1,950.00	38.00	$24.89
Ahmire McKoy	3151	CapCo	Christopher Jacob Duva	Ed Psych Assessment	10/11/2023	n/a	n/a	n/a	$1,950.00	182.00	$119.21
Ahmire McKoy	3151	CapCo	Belen Martinez	Ed Psych Assessment	10/24/2023	n/a	n/a	n/a	$1,950.00	34.00	$22.27
Ahmire McKoy	3151	CapCo	Ryan Rodriguez	Ed Psych Assessment	10/23/2023	n/a	n/a	n/a	$1,950.00	176.00	$115.28
Ahmire McKoy	3151	CapCo	Brandon Macias-Lawson	Ed Psych Assessment	10/22/2023	n/a	n/a	n/a	$1,950.00	258.00	$168.99

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Ahmire McKoy	3151	CapCo	Hailey Banuelos	Ed Psych Assessment	10/21/2023	n/a	n/a	n/a	$1,950.00	79.00	$51.75
Ahmire McKoy	3151	CapCo	Tyler Robles	Ed Psych Assessment	10/29/2023	n/a	n/a	n/a	$1,950.00	189.00	$123.80
Ahmire McKoy	3151	CapCo	Ray Flores	IEP Meeting	10/9/2023	1.50	1.5	100	$150.00		$0.00
Ahmire McKoy	3151	CapCo	Ryan Rodriguez	IEP Meeting	10/30/2023	1.50	1.5	100	$150.00		$0.00
Ahmire McKoy	3151	CapCo	Brandon Macias-Lawson	IEP Meeting	10/27/2023	1.50	1.5	100	$150.00		$0.00
Ahmire McKoy	3151	CapCo	Christopher Jacob Duva	IEP Meeting	10/18/2023	1.50	1.5	100	$150.00		$0.00
Ahmire McKoy	3151	CapCo	Ryan Hartley	IEP Meeting	10/25/2023	1.50	1.5	100	$150.00		$0.00
Ailien Nguyenly	3151	CapCo	Ray Flores	OT Services	10/27/2023	0.50	1	110	$110.00		$0.00
Ailien Nguyenly	3151	CapCo	Ari Amaya	OT Services	10/27/2023	0.50	1	110	$110.00		$0.00
Ailien Nguyenly	3151	CapCo	Anthony Gomez (no show)	OT Services	10/27/2023	0.50	0.5	110	$55.00		$0.00
Ailien Nguyenly	3151	CapCo	Roman Armenise	OT Services	10/27/2023	0.50	1	110	$110.00		$0.00
Alejandra Anonical	3151	CapCo	Trever Andrews	IEP Meeting	10/9/2023	1.00	1	100	$100.00		$0.00
Alejandra Anonical	3151	CapCo	Abel Sainz	IEP Meeting	10/11/2023	1.00	1	100	$100.00		$0.00
Alicia Paoletta	3151	CapCo	Alivia Rhines	IEP Meeting	10/6/2023	1.00	1	100	$100.00		$0.00
Alicia Paoletta	3151	CapCo	Brianna Padilla	Ed Psych Assessment	9/16/2023	n/a	n/a	n/a	$1,950.00	6.00	$3.93
Alicia Paoletta	3151	CapCo	Brianna Padilla	IEP Meeting	10/16/2023	1.00	1	100	$100.00		$0.00
Alyce Rouse	3151	CapCo	Eric Hernandez	Speech Assessment	10/19/2023	10.50	10.5	110	$1,155.00		$0.00
Alyssa Guerrero	3151	CapCo	Gabriel Nichols	OT Assessment	10/31/2023	10.50	10.5	110	$1,155.00		$0.00
Alyssa Guerrero	3151	CapCo	Clarissa Sierra	OT Services	10/31/2023	0.50	1.5	110	$165.00	5.20	$3.41
Alyssa Guerrero	3151	CapCo	Eloy Mora	IEP Meeting	10/2/2023	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3151	CapCo	Kaycee Valenzuela	IEP Meeting	10/2/2023	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3151	CapCo	Joel Martinez	IEP Meeting	10/6/2023	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3151	CapCo	Irene Banh	IEP Meeting	10/12/2023	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3151	CapCo	Katelynn Cardona	IEP Meeting	10/18/2023	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3151	CapCo	Angel Hernandez	IEP Meeting	10/24/2023	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3151	CapCo	Christopher Baltes	IEP Meeting	10/25/2023	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3151	CapCo	Brysun Palmer	IEP Meeting	10/25/2023	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3151	CapCo	Hailey Vasquez	IEP Meeting	10/30/2023	1.00	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Ari Amaya	510	10/3/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Ari Amaya	510	10/10/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Ari Amaya	510	10/17/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Ari Amaya	510	10/24/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Ari Amaya	510	10/31/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Cassandra Kosman	520	10/30/2023	0.50	1	120	$120.00		$0.00
Amanda Olley	3151	CapCo	Elma Younus	510	10/2/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Elma Younus	510	10/9/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Elma Younus	510	10/16/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Elma Younus	510	10/23/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Elma Younus	510	10/30/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Jesse Matzen	515	10/4/2023	0.50	1	95	$95.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Amanda Olley	3151	CapCo	Jesse Matzen	515	10/11/2023	0.50	1	95	$95.00		$0.00
Amanda Olley	3151	CapCo	Jesse Matzen	515	10/18/2023	0.50	1	95	$95.00		$0.00
Amanda Olley	3151	CapCo	Jesse Matzen	515	10/25/2023	0.50	1	95	$95.00		$0.00
Amanda Olley	3151	CapCo	Lucas Vazquez	515	10/5/2023	0.50	1	95	$95.00		$0.00
Amanda Olley	3151	CapCo	Lucas Vazquez	515	10/19/2023	0.50	1	95	$95.00		$0.00
Amanda Olley	3151	CapCo	Nicholas Kargl	510	10/31/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Savanjit Singh	510	10/4/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Savanjit Singh	510	10/11/2023	0.50	1	100	$100.00		$0.00
Amanda Olley	3151	CapCo	Violet Leader	530	10/2/2023	0.50	1	110	$110.00		$0.00
Amanda Olley	3151	CapCo	Zoey Hidalgo	515	10/12/2023	0.50	1	95	$95.00		$0.00
Amanda Olley	3151	CapCo	Zoey Hidalgo	515	10/26/2023	0.50	1	95	$95.00		$0.00
Angelica Diaz	3151	CapCo	Matizen Stevens	DHH Assessment	9/24/2023	10.50	10.5	110	$1,155.00		$0.00
Angelica Diaz	3151	CapCo	Heidi Romero	DHH Services	10/12/2023	0.25	1	110	$110.00		$0.00
Angelica Diaz	3151	CapCo	Marco Goudeau (no show)	DHH Services	10/30/2023	0.33	0.5	110	$55.00		$0.00
Angelica Diaz	3151	CapCo	Matizen Stevens	DHH Services	10/30/2023	0.50	1	110	$110.00		$0.00
Angelica Diaz	3151	CapCo	Maitzen Stevens	IEP Meeting	10/19/2023	1.50	1.5	100	$150.00		$0.00
Ariana Vista	3151	CapCo	Jabez Arevalo	OT Services	10/10/2023	0.66	1	110	$110.00		$0.00
Arlene Mar	3151	CapCo	Jacob Diaz	Ed Assessment	9/24/2023	n/a	n/a	n/a	$1,950.00	25.00	$16.38
Arlene Mar	3151	CapCo	Alfredo Pineda	Ed Assessment	10/23/2023	n/a	n/a	n/a	$1,950.00	46.00	$30.13
Arlene Mar	3151	CapCo	Eric Hernandez	Ed Assessment	10/27/2023	n/a	n/a	n/a	$1,950.00	25.00	$16.38
Arlene Mar	3151	CapCo	Mia McDaniel	Ed Assessment	10/31/2023	n/a	n/a	n/a	$1,950.00	26.40	$17.29
Arlene Mar	3151	CapCo	Ryder Cano-Pierce	Review of Records	10/20/2023	n/a	n/a	n/a	$750.00		$0.00
Arlene Mar	3151	CapCo	Jacob Diaz	Pre IEP Meeting	10/30/2023	0.25	0.25	100	$25.00		$0.00
Armando Alvarez	3151	CapCo	Mason Diaz	IEP Meeting	10/13/2023	1.00	1	100	$100.00		$0.00
Armando Alvarez	3151	CapCo	Mavontay Hamilton	IEP Meeting	10/19/2023	1.25	1.25	100	$125.00		$0.00
Armando Alvarez	3151	CapCo	Adam Block	IEP Meeting	10/1/2023	1.00	1	100	$100.00		$0.00
Armando Alvarez	3151	CapCo	John Jesse Bowman	Speech Assessment	10/2/2023	10.50	10.5	110	$1,155.00		$0.00
Candice Gayle	3151	CapCo	Elijah Avakian	PT Services	10/10/2023	0.50	1	110	$110.00		$0.00
Candice Gayle	3151	CapCo	Thea Bella Asuncion (no show)	PT Services	10/16/2023	0.50	0.5	110	$55.00		$0.00
Candice Gayle	3151	CapCo	Thea Bella Asuncion	PT Services	10/25/2023	0.50	1	110	$110.00		$0.00
Candice Gayle	3151	CapCo	Thea Bella Asuncion	PT Services	10/31/2023	0.50	1	110	$110.00		$0.00
Candice Gayle	3151	CapCo	Uriel Reynada Gonzalez	IEP Meeting	10/13/2023	1.00	1	100	$100.00		$0.00
Candice Gayle	3151	CapCo	Elijah Avakian	IEP Meeting	10/16/2023	1.00	1	100	$100.00		$0.00
Cari Geiss	3151	CapCo	Aiden Abarca	ED Assessment	9/17/2023	n/a	n/a	n/a	$1,950.00	74.00	$48.47
Cari Geiss	3151	CapCo	Georgina Pina Cotto	ED Assessment	10/16/2023	n/a	n/a	n/a	$1,950.00	138.00	$90.39
Cari Geiss	3151	CapCo	Aphaea Drymon	ED Assessment	10/7/2023	n/a	n/a	n/a	$1,950.00	104.00	$68.12
Cari Geiss	3151	CapCo	Aiden Abarca	IEP Meeting	10/12/2023	1.50	1.5	100	$150.00		$0.00
Cari Geiss	3151	CapCo	Aphaea Drymon	IEP Meeting	10/30/2023	1.50	1.5	100	$150.00		$0.00
Carissa Nation	3151	CapCo	Gabriel Villasenor	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Gabriel Villasenor (m/u 9/21)	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Carissa Nation	3151	CapCo	Gabriel Villasenor	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Gabriel Villasenor	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Gabriel Villasenor	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Matilda Brothers	Speech Services	10/6/2023	0.83	3.75	110	$412.50	75.00	$49.13
Carissa Nation	3151	CapCo	Matilda Brothers	Speech Services	10/13/2023	0.83	3.75	110	$412.50	75.00	$49.13
Carissa Nation	3151	CapCo	Matilda Brothers	Speech Services	10/20/2023	0.83	3.8	110	$418.00	80.00	$52.40
Carissa Nation	3151	CapCo	Matilda Brothers	Speech Services	10/27/2023	0.83	3.7	110	$407.00	80.00	$52.40
Carissa Nation	3151	CapCo	Nathan Padilla	Speech Services	10/3/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla	Speech Services	10/10/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla	Speech Services	10/31/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla (m/u)	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Nathan Padilla (m/u)	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Tate Sharrai	Speech Services	10/20/2023	1.00	1	110	$110.00		$0.00
Carissa Nation	3151	CapCo	Tate Sharrai	Speech Services	10/26/2023	1.00	1	110	$110.00		$0.00
Chelsey Lane	3151	CapCo	Noah Torres	IEP Meeting	10/30/2023	1.00	1	100	$100.00		$0.00
Chelsey Lane	3151	CapCo	Uriel Reynada Gonzalez	IEP Meeting	10/13/2023	1.00	1	100	$100.00		$0.00
Chelsey Lane	3151	CapCo	Eloy Mora	IEP Meeting	10/2/2023	1.00	1	100	$100.00		$0.00
Corinna Faanunu	3151	CapCo	Alyssa Sterling	Ed Assessment	10/27/2023	n/a	n/a	n/a	$1,950.00	32.00	$20.96
Dana Cary	3151	CapCo	Zya Taylor	IEP Meeting	10/3/2023	1.00	1	100	$100.00		$0.00
Dana Cary	3151	CapCo	Elijah Avakian	IEP Meeting	10/16/2023	1.00	1	100	$100.00		$0.00
Destiny Coria	3151	CapCo	Xaeran Knealing (no show)	IEP Meeting	10/3/2023	0.50	0.5	100	$50.00		$0.00
Destiny Coria	3151	CapCo	Xaeren Knealing	IEP Meeting	10/23/2023	1.25	1.25	100	$125.00		$0.00
Destiny Coria	3151	CapCo	Ava Bates	IEP Meeting	10/23/2023	1.50	1.5	100	$150.00		$0.00
Diana Cadigan	3151	CapCo	Nathan Pisciotta	IEP Meeting	10/2/2023	1.50	1.5	100	$150.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/2/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/3/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/4/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/6/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/10/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/12/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/16/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/17/2023	1.00	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/18/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/19/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/23/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/25/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/30/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling	535 Student	10/31/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling (no show)	535 Student	10/5/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling (no show)	535 Student	10/9/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling (no show)	535 Student	10/11/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling (no show)	535 Student	10/13/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling (no show)	535 Student	10/20/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling (no show)	535 Student	10/24/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling (no show)	535 Student	10/26/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Alyssa Sterling (no show)	535 Student	10/27/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Eric Gunn (no show)	535 Student	10/13/2023	0.50	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Eric Gunn (no show)	535 Student	10/17/2023	0.50	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Gabriel Villasenor	535 Parent	10/2/2023	0.25	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Gabriel Villasenor	535 Parent	10/9/2023	0.25	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Gabriel Villasenor	535 Parent	10/16/2023	0.25	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Gabriel Villasenor	535 Parent	10/23/2023	0.25	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Gabriel Villasenor	535 Parent	10/30/2023	0.25	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Georgio Stewart (no show)	535 Student	10/10/2023	0.50	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Georgio Stewart	535 Student	10/16/2023	0.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Georgio Stewart	535 Student	10/20/2023	0.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Georgio Stewart	535 Student	10/23/2023	0.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Georgio Stewart	535 Student	10/27/2023	0.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Georgio Stewart	535 Student	10/30/2023	0.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Parent	10/3/2023	0.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Parent	10/6/2023	0.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz (no show)	535 Parent	10/13/2023	0.50	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Student	10/3/2023	1.50	1.5	110	$165.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Student	10/5/2023	2.00	2	110	$220.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Student	10/6/2023	2.00	2	110	$220.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Student	10/10/2023	1.50	1.5	110	$165.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Student	10/16/2023	1.50	1.5	110	$165.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Student	10/17/2023	1.50	1.5	110	$165.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Student	10/19/2023	2.00	2	110	$220.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Student	10/23/2023	1.50	1.5	110	$165.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Student	10/24/2023	1.50	1.5	110	$165.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Student	10/26/2023	2.00	2	110	$220.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Student	10/30/2023	2.00	2	110	$220.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Parent	10/16/2023	0.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz	535 Parent	10/20/2023	0.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz (no show)	535 Parent	10/27/2023	0.50	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz (no show)	535 Student	10/9/2023	1.50	0.75	110	$82.50		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz (no show)	535 Student	10/2/2023	1.50	0.75	110	$82.50		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz (no show)	535 Student	10/12/2023	2.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz (no show)	535 Student	10/20/2023	1.50	0.75	110	$82.50		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz (no show)	535 Student	10/27/2023	1.50	0.75	110	$82.50		$0.00
Eleonora Magri	3151	CapCo	Jacob Ortiz (no show)	535 Student	10/31/2023	2.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Julian Parra-Villanueva (no show)	535 Student	10/13/2023	0.50	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Julian Parra-Villanueva (no show)	535 Student	10/25/2023	0.50	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart	535 Student	10/3/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart	535 Student	10/4/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart	535 Student	10/9/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart	535 Student	10/10/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart	535 Student	10/11/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart	535 Student	10/12/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart	535 Student	10/18/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart	535 Student	10/24/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart	535 Student	10/25/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart (no show)	535 Student	10/2/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart (no show)	535 Student	10/5/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart (no show)	535 Student	10/17/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart (no show)	535 Student	10/31/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart (no show)	535 Student	10/16/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart (no show)	535 Student	10/19/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart (no show)	535 Student	10/20/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart (no show)	535 Student	10/23/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart (no show)	535 Student	10/26/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Layla Stewart (no show)	535 Student	10/30/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Shyanna Rivera	535 Parent	10/6/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Shyanna Rivera (no show)	535 Parent	10/12/2023	1.00	0.5	110	$55.00		$0.00
Eleonora Magri	3151	CapCo	Shyanna Rivera	535 Student	10/11/2023	2.00	2	110	$220.00		$0.00
Eleonora Magri	3151	CapCo	Shyanna Rivera	535 Student	10/20/2023	1.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Shyanna Rivera	535 Student	10/24/2023	1.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Shyanna Rivera	535 Parent	10/25/2023	1.00	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Shyanna Rivera	535 Student	10/26/2023	1.50	1	110	$110.00		$0.00
Eleonora Magri	3151	CapCo	Shyanna Rivera (no show)	535 Student	10/19/2023	1.50	0.75	110	$82.50		$0.00
Eleonora Magri	3151	CapCo	Shyanna Rivera	IEP Meeting	10/13/2023	1.5	1.5	100	$150.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Eleonora Magri	3151	CapCo	Jacob Ortiz (no show)	IEP Meeting	10/24/2023	0.50	0.5	100	$50.00		$0.00
Erika Panayi	3151	CapCo	Adam Block	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Adam Block (no show)	Speech Services	10/4/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Adam Block (no show)	Speech Services	10/5/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Adam Block (comp time)	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Adam Block (comp time)	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Adam Block (comp time)	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Adam Block (comp time)	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Adam Block	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Adam Block	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Aenghus Decker-Knealing	Speech Services	10/6/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Aenghus Decker-Knealing	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Aenghus Decker-Knealing	Speech Services	10/20/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Akilah Lucas	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Akilah Lucas	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Akilah Lucas	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Akilah Lucas (comp time)	Speech Services	10/6/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Akilah Lucas (comp time)	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Akilah Lucas	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Akilah Lucas-Comp time	Speech Services	10/20/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Akilah Lucas-Comp time	Speech Services	10/27/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Alexander Mendoza	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Alexander Mendoza	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Alexander Mendoza	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Alexander Mendoza (no show)	Speech Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Bilal Ahmad	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Bilal Ahmad	Speech Services	10/20/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Bilal Ahmad	Speech Services	10/27/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Bilal Ahmad - Comp time	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Bilal Ahmad (comp time)	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Bilal Ahmad (no show) (comp time)	Speech Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Bilal Ahmad (no show)	Speech Services	10/11/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Bilal Ahmad (no show) (comp time)	Speech Services	10/6/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Blake Phavorachit	Speech Services	10/3/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Blake Phavorachit	Speech Services	10/10/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Blake Phavorachit	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Blake Phavorachit	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Brodie Ashley Lackey	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Brodie Ashley Lackey	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Brodie Ashley Lackey	Speech Services	10/23/2023	0.50	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Erika Panayi	3151	CapCo	Brodie Ashley Lackey (no show)	Speech Services	10/16/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Brodie Ashley Lackey (no show)	Speech Services	10/20/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Brodie Ashley Lackey (no show)	Speech Services	10/27/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Brodie Ashley Lackey (no show)	Speech Services	10/30/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Brodie Ashley Lackey (no show)	Speech Services	10/6/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Brodie Ashley Lackey (no show)	Speech Services	10/9/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Dajanique Harding	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Dajanique Harding	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Dajanique Harding	Speech Services	10/16/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Douglas Shannon (no show)	Speech Services	10/2/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Douglas Shannon (no show)	Speech Services	10/9/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Douglas Shannon	Speech Services	10/16/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Douglas Shannon	Speech Services	10/23/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Douglas Shannon	Speech Services	10/30/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Elijah Avakian	Speech Services	10/3/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Elijah Avakian	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Elijah Avakian	Speech Services	10/10/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Elijah Avakian	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Elijah Avakian	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Elijah Avakian	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Elijah Avakian	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Giovanni Jimenez-Ramirez	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Giovanni Jimenez-Ramirez	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Giovanni Jimenez-Ramirez	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Hailey Vasquez	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Hailey Vasquez	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Hailey Vasquez	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Hailey Vasquez (no show)	Speech Services	10/25/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Ivory Mirsky	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Ivory Mirsky	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Ivory Mirsky (no show)	Speech Services	10/4/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Ivory Mirsky (no show)	Speech Services	10/6/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Ivory Mirsky (no show)	Speech Services	10/11/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Ivory Mirsky (no show)	Speech Services	10/19/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Ivory Mirsky (no show)	Speech Services	10/20/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Ivory Mirsky (no show)	Speech Services	10/27/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Jay Bedassie Jr	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Jay Bedassie Jr	Speech Services	10/6/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Jay Bedassie Jr	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Jay Bedassie Jr	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Erika Panayi	3151	CapCo	Jay Bedassie Jr	Speech Services	10/20/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Jay Bedassie Jr	Speech Services	10/23/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Jay Bedassie Jr	Speech Services	10/27/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	John Bowman	Speech Services	10/3/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	John Bowman	Speech Services	10/10/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	John Bowman	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	John Bowman	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Joshua Jimenez	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Joshua Jimenez	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Joshua Jimenez	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Joshua Jimenez	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Joshua Jimenez	Speech Services	10/16/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Joshua Jimenez	Speech Services	10/23/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Joshua Jimenez	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Joshua Jimenez	Speech Services	10/30/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Joshua Jimenez (no show)	Speech Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Kalel Larios	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Kalel Larios	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Kalel Larios	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Kalvin Marcellus Tan	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Kalvin Marcellus Tan	Speech Services	10/10/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Kalvin Marcellus Tan	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Kalvin Marcellus Tan	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Kalvin Marcellus Tan	Speech Services	10/31/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Leah Morales	Speech Services	10/3/2023	1.00	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Leah Morales	Speech Services	10/10/2023	1.00	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Leah Morales	Speech Services	10/17/2023	1.00	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Leah Morales	Speech Services	10/24/2023	1.00	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Liam Edora	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Liam Edora	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Mason Diaz	Speech Services	10/3/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Mason Diaz	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Mason Diaz	Speech Services	10/10/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Mason Diaz	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Mason Diaz	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Mason Diaz	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Mason Diaz	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Miguel Antonio Ylagan	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Miguel Antonio Ylagan	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Miguel Antonio Ylagan	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Erika Panayi	3151	CapCo	Miguel Antonio Ylagan	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Miguel Antonio Ylagan (no show)	Speech Services	10/19/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Noah Flores	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Noah Flores	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Noah Flores	Speech Services	10/16/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Noah Flores	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Noah Flores	Speech Services	10/23/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Noah Flores	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Noah Flores (comp time)	Speech Services	10/16/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Noah Flores (no show)	Speech Services	10/4/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Noah Flores (no show)	Speech Services	10/9/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Noah Flores (no show) (comp time)	Speech Services	10/9/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Noah Flores-Comp time	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Erika Panayi	3151	CapCo	Ryan Adams (no show)	Speech Services	10/6/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Ryan Adams (no show)	Speech Services	10/13/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Ryan Adams (no show)	Speech Services	10/20/2023	0.50	0.5	110	$55.00		$0.00
Erika Panayi	3151	CapCo	Ryan Adams (no show)	Speech Services	10/27/2023	0.50	0.5	110	$55.00		$0.00
Evelin Farias-Mirels	3151	CapCo	Dasaany De Anda	Ed Assessment	9/26/2023	n/a	n/a	n/a	$1,950.00	124.00	$81.22
Evelin Farias-Mirels	3151	CapCo	Dasaany De Anda (no show)	IEP Meeting	10/6/2023	0.50	0.5	100	$50.00		$0.00
Evelin Farias-Mirels	3151	CapCo	Dasaany De Anda	IEP Meeting	10/10/2023	1.50	1.5	100	$150.00		$0.00
Evette Rios	3151	CapCo	Abbott Jacobson	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Abbott Jacobson	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Abbott Jacobson	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Abbott Jacobson	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Abel Sainz	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Abel Sainz	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Abel Sainz	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Abel Sainz	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Abraham Landero	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Abraham Landero	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Abraham Landero	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Alexander Gomes	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Alexander Gomes (no show)	Speech Services	10/12/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Alexander Gomes (no show)	Speech Services	10/19/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Alexander Gomes (no show)	Speech Services	10/26/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Angel Hernandez	Speech Services	10/3/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Angel Hernandez	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Angel Hernandez (no show)	Speech Services	10/10/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Angel Hernandez (no show)	Speech Services	10/12/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Angel Hernandez	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Evette Rios	3151	CapCo	Angel Hernandez	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Angel Hernandez (no show)	Speech Services	10/19/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Angel Hernandez (no show)	Speech Services	10/24/2020	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Ari Amaya	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Ari Amaya	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Ari Amaya	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Ari Amaya	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Ari Amaya	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Ari Amaya	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Auron Descartes	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Auron Descartes	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Auron Descartes	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Auron Descartes	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Aurora Gallegos	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Aurora Gallegos	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Aurora Gallegos	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Aurora Gallegos	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Christopher Baltes	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Christopher Baltes	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Christopher Baltes	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Christopher Baltes	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Dayana Ramos	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Dayana Ramos	Speech Services	10/20/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Eduardo Garduno Aviles	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Eduardo Garduno Aviles	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Eduardo Garduno Aviles	Speech Services	10/16/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Eduardo Garduno Aviles	Speech Services	10/23/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Eric Hernandez	Speech Services	10/20/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Eric Ledesma	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Jason Butts	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Jason Butts	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Jason Butts	Speech Services	10/16/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Jason Butts	Speech Services	10/23/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Jesus Lezama	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Jesus Lezama	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Jesus Lezama	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Jesus Lezama	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Jordan Murry	Speech Services	10/20/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Kealii Leilua	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Kian Arami	Speech Services	10/3/2023	0.50	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Evette Rios	3151	CapCo	Kian Arami	Speech Services	10/10/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Kian Arami	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Kian Arami (no show)	Speech Services	10/24/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Lloyd Spearman	Speech Services	10/16/2023	0.25	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Lloyd Spearman	Speech Services	10/23/2023	0.25	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Logan Messner	Speech Services	10/3/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Logan Messner	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Logan Messner	Speech Services	10/10/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Logan Messner	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Logan Messner	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Logan Messner	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Logan Messner	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Logan Messner	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Mavontay Hamilton	Speech Services	10/20/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Melia Davis (no show)	Speech Services	10/11/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Melia Davis (no show)	Speech Services	10/25/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Michael Bayona	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Michael Bayona	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Michael Bayona	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Michael Bayona	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Mila Rhines	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Mila Rhines	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Mila Rhines (no show)	Speech Services	10/4/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Mila Rhines (no show)	Speech Services	10/11/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Mila Rhines (no show)	Speech Services	10/16/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Mila Rhines (no show)	Speech Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Mila Rhines (no show)	Speech Services	10/23/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Mila Rhines (no show)	Speech Services	10/25/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Mila Rhines (no show)	Speech Services	10/20/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Raven Descartes	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Raven Descartes	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Raven Descartes	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Raven Descartes	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Ryan Ayala	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Ryan Ayala	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Ryan Ayala (no show)	Speech Services	10/19/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Ryan Ayala (no show)	Speech Services	10/26/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Samantha Morales Lomeli	Speech Services	10/5/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Samantha Morales Lomeli	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Samantha Morales Lomeli	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Evette Rios	3151	CapCo	Samantha Morales Lomeli	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Sara Adauta Kamber	Speech Services	10/2/2023	1.00	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Sara Adauta Kamber	Speech Services	10/9/2023	1.00	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Sara Adauta Kamber	Speech Services	10/16/2023	1.00	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Sara Adauta Kamber	Speech Services	10/23/2023	1.00	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Tessa Walker	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Tessa Walker	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Tessa Walker	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Tessa Walker	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Tessa Walker	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Tessa Walker	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Thiago De Jesus Gutierrez	Speech Services	10/16/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Thiago De Jesus Gutierrez	Speech Services	10/23/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Tiarra Neri-Booker (no show)	Speech Services	10/3/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Tiarra Neri-Booker (no show)	Speech Services	10/10/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Tiarra Neri-Booker (no show)	Speech Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Tiarra Neri-Booker (no show)	Speech Services	10/25/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Trever Andrews (no show)	Speech Services	10/5/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Trever Andrews (no show)	Speech Services	10/12/2023	0.50	0.5	110	$55.00		$0.00
Evette Rios	3151	CapCo	Tyler Parker	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Tyler Parker	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Tyler Parker	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Tyler Parker	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Tyler Paulino	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Weston Stevens	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Weston Stevens	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Weston Stevens	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Evette Rios	3151	CapCo	Weston Stevens	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Gary Ferrer	3151	CapCo	Serena Hill	Ed Assessment	10/7/2023	n/a	n/a	n/a	$1,950.00	52.00	$34.06
Gary Ferrer	3151	CapCo	Xaeran Knealing	IEP Meeting	10/11/2023	1.00	1	100	$100.00		$0.00
Heather Dodt	3151	CapCo	Sean Amoroso	O & M Services	10/14/2023	1.00	6	110	$660.00	154.00	$100.87
Heather Dodt	3151	CapCo	Ivan Erese	O & M Services	10/3/2023	2.00	6	110	$660.00	113.00	$74.02
Heather Dodt	3151	CapCo	Ivan Erese	O & M Services	10/17/2023	1.00	5	110	$550.00	113.00	$74.02
Jacqueline Cotten	3151	CapCo	Courtney Alexander	Nursing Assessment Flat	9/30/2023	n/a	n/a	n/a	$500.00		$0.00
Jacqueline Cotten	3151	CapCo	Courtney Alexander	Nurse Assessments-Travel/Mileage	9/30/2023	1.25	1.25	110	$137.50	88.00	$57.64
Jacqueline Cotten	3151	CapCo	Evan Del Greco	Nursing Assessment Flat	10/1/2023	n/a	n/a	n/a	$500.00		$0.00
Jacqueline Cotten	3151	CapCo	Evan Del Greco	Nurse Assessments-Travel/Mileage	10/1/2023	1.25	1.25	110	$137.50	48.00	$31.44
Jacqueline Cotten	3151	CapCo	Andrew Moreno	Nursing Assessment Flat	10/1/2023	n/a	n/a	n/a	$500.00		$0.00
Jacqueline Cotten	3151	CapCo	Andrew Moreno	Nurse Assessments-Travel/Mileage	10/1/2023	1.75	1.75	110	$192.50	65.00	$42.58
Jacqueline Cotten	3151	CapCo	Julyzza Retana	Nursing Assessment Flat	10/9/2023	n/a	n/a	n/a	$500.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Jacqueline Cotten	3151	CapCo	Julyzza Retana	Nurse Assessments-Travel/Mileage	10/9/2023	0.30	0.3	110	$33.00	4.10	$2.69
Jacqueline Cotten	3151	CapCo	Rykkie Retana	Nursing Assessment Flat	10/9/2023	n/a	n/a	n/a	$500.00		$0.00
Jacqueline Cotten	3151	CapCo	Rykkie Retana	Nurse Assessments-Travel/Mileage	10/9/2023	0.30	0.3	110	$33.00	4.10	$2.69
Jacqueline Cotten	3151	CapCo	Elais Sanchez-Beech	Nursing Assessment Flat	10/14/2023	n/a	n/a	n/a	$500.00		$0.00
Jacqueline Cotten	3151	CapCo	Elais Sanchez-Beech	Nurse Assessments-Travel/Mileage	10/14/2023	1.90	1.9	110	$209.00	65.00	$42.58
Jacqueline Cotten	3151	CapCo	Neveah Diaz	Nursing Assessment Flat	10/16/2023	n/a	n/a	n/a	$500.00		$0.00
Jacqueline Cotten	3151	CapCo	Neveah Diaz	Nurse Assessments-Travel/Mileage	10/16/2023	2.75	2.75	110	$302.50	126.90	$83.12
Jacqueline Cotten	3151	CapCo	Tyler Robles	Nursing Assessment Flat	10/8/2023	n/a	n/a	n/a	$500.00		$0.00
Jacqueline Cotten	3151	CapCo	Tyler Robles	Nurse Assessments-Travel/Mileage	10/8/2023	1.75	1.75	110	$192.50	59.00	$38.65
Jacqueline Cotten	3151	CapCo	Ryan Rodriguez	Nursing Assessment Flat	10/8/2023	n/a	n/a	n/a	$500.00		$0.00
Jacqueline Cotten	3151	CapCo	Ryan Rodriguez	Nurse Assessments-Travel/Mileage	10/8/2023	0.40	0.4	110	$44.00	5.00	$3.28
Jennifer Han-Rivas	3151	CapCo	Kristina Martynov (no show)	Speech Services	10/4/2023	0.50	0.5	110	$55.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Kristina Martynov	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Leilani Sylvester-Carr	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Leilani Sylvester-Carr	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Leilani Sylvester-Carr	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Leilani Sylvester-Carr	Speech Services	10/20/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Leilani Sylvester-Carrr (no show)	Speech Services	10/23/2023	0.50	0.5	110	$55.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Leilani Sylvester-Carr	Speech Services	10/27/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Leilani Sylvester-Carr	Speech Services	10/30/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Odalys Davalos Villagomez	Speech Services	10/6/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Odalys Davalos Villagomez	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Odalys Davalos Villagomez	Speech Services	10/20/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Odalys Davalos Villagomez (no show)	Speech Services	10/27/2023	0.50	0.5	110	$55.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Vanessa Sotelo	Speech Services	10/6/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Vanessa Sotelo (no show)	Speech Services	10/13/2023	0.50	0.5	110	$55.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Vanessa Sotelo	Speech Services	10/20/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Vanessa Sotelo	Speech Services	10/27/2023	0.50	1	110	$110.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Matthew Gomez	IEP Meeting	10/3/2023	1.00	1	100	$100.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Kristina Martynov	IEP Meeting	10/13/2023	1.00	1	100	$100.00		$0.00
Jennifer Han-Rivas	3151	CapCo	Ava Bates	IEP Meeting	10/23/2023	1.50	1.5	100	$150.00		$0.00
Jessica Marinelli	3151	CapCo	Kaycee Valenzuela	IEP Meeting	10/2/2023	1.00	1	100	$100.00		$0.00
Jessica Marinelli	3151	CapCo	Jayden Patton	IEP Meeting	10/5/2023	1.00	1	100	$100.00		$0.00
Jessica Marinelli	3151	CapCo	Joel Martinez	IEP Meeting	10/6/2023	1.00	1	100	$100.00		$0.00
Jessica Marinelli	3151	CapCo	Eric Hernandez	IEP Meeting	10/12/2023	1.00	1	100	$100.00		$0.00
Jessica Marinelli	3151	CapCo	Doshawn Green	IEP Meeting	10/11/2023	1.00	1	100	$100.00		$0.00
Kanoa Elizondo	3151	CapCo	Kealii Leilua	APE Services	10/30/2023	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3151	CapCo	Kealii Leilua	APE Services	10/31/2023	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3151	CapCo	Kealii Leilua	IEP Meeting	10/23/2023	1.00	1	100	$100.00		$0.00
Kasey Galik	3151	CapCo	Athena Lindsay	APE Services	10/2/2023	0.50	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Kasey Galik	3151	CapCo	Athena Lindsay	APE Services	10/4/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Athena Lindsay	APE Services	10/9/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Athena Lindsay	APE Services	10/11/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Athena Lindsay	APE Services	10/16/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Athena Lindsay	APE Services	10/18/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Athena Lindsay	APE Services	10/23/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Athena Lindsay	APE Services	10/25/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Elijah Romero	APE Services	10/6/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Elijah Romero	APE Services	10/13/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Elijah Romero	APE Services	10/20/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Elijah Romero	APE Services	10/27/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Eloy Mora	APE Services	10/2/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Eloy Mora	APE Services	10/9/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Eloy Mora	APE Services	10/16/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Eloy Mora	APE Services	10/23/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/2/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/3/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/4/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/5/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/6/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/9/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/10/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/11/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/12/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/13/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/16/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/17/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/18/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/19/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/20/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/23/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/26/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/27/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk (no show)	APE Services	10/24/2023	0.66	0.5	110	$55.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk (no show)	APE Services	10/25/2023	0.66	0.5	110	$55.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/30/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Evan Kowaltschuk	APE Services	10/31/2023	0.66	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Jayden Patton	APE Services	10/13/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Kaycee Valenzuela	APE Services	10/5/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Kaycee Valenzuela	APE Services	10/12/2023	0.50	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Kasey Galik	3151	CapCo	Kaycee Valenzuela	APE Services	10/19/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Kaycee Valenzuela	APE Services	10/26/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Marston Judkins	APE Services	10/12/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Marston Judkins	APE Services	10/3/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Marston Judkins	APE Services	10/2/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Marston Judkins	APE Services	10/9/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Marston Judkins	APE Services	10/18/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Marston Judkins	APE Services	10/25/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Mason Diaz	APE Services	10/16/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Mason Diaz	APE Services	10/23/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Mason Diaz	APE Services	10/30/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Uriel Reynada Gonzalez	APE Services	10/8/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Yaretzi Sigala	APE Services	10/4/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Yaretzi Sigala	APE Services	10/10/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Yaretzi Sigala	APE Services	10/18/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Yaretzi Sigala	APE Services	10/25/2023	0.50	1	110	$110.00		$0.00
Kasey Galik	3151	CapCo	Kaycee Valenzuela	IEP Meeting	10/2/2023	1.00	1	100	$100.00		$0.00
Kasey Galik	3151	CapCo	Mason Diaz	IEP Meeting	10/13/2023	1.00	1	100	$100.00		$0.00
Kasey Galik	3151	CapCo	Noah Torres (no show)	IEP Meeting	10/30/2023	0.50	0.5	100	$50.00		$0.00
Kate Hollingsworth	3151	CapCo	Henry Hesselman	Speech Services	10/10/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Henry Hesselman	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Henry Hesselman	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Henry Hesselman	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Henry Hesselman	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Henry Hesselman	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Henry Hesselman	Speech Services	10/30/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Teri Lynn Jackson (no show)	Speech Services	10/10/2023	0.50	0.5	110	$55.00		$0.00
Kate Hollingsworth	3151	CapCo	Teri Lynn Jackson	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Teri Lynn Jackson	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Teri Lynn Jackson	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Teri Lynn Jackson	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Teri Lynn Jackson	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Kate Hollingsworth	3151	CapCo	Teri Lynn Jackson	Speech Services	10/31/2023	0.50	1	110	$110.00		$0.00
Kellie Mendoza	3151	CapCo	Melody Masigla	IEP Meeting	9/19/2023	1.00	1	100	$100.00		$0.00
Kelly Dunn	3151	CapCo	Christian Viramontes	AT Assessment	10/23/2023	n/a	n/a	n/a	$1,783.00		$0.00
Kelly Dunn	3151	CapCo	Irene Banh	AT Assessment	10/23/2023	n/a	n/a	n/a	$1,783.00		$0.00
Kelly Dunn	3151	CapCo	Bryce Adams	AT Services	10/2/2023	0.50	1	120	$120.00		$0.00
Kelly Dunn	3151	CapCo	Elijah Romero	AT Services	10/2/2023	0.50	1	120	$120.00		$0.00
Kelly Dunn	3151	CapCo	Gabriel Nichols	AT Services	10/12/2023	0.50	1	120	$120.00		$0.00
Kelly Dunn	3151	CapCo	Irene Banh	AT Services	10/2/2023	0.50	1	120	$120.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Kelly Dunn	3151	CapCo	Matilda Brothers	AT Services	10/2/2023	0.50	1	120	$120.00		$0.00
Kelly Dunn	3151	CapCo	Matilda Brothers	AT Services	10/6/2023	1.00	1	120	$120.00		$0.00
Kelly Dunn	3151	CapCo	Matilda Brothers	AT Services	10/9/2023	0.50	1	120	$120.00		$0.00
Kelly Dunn	3151	CapCo	Niko Gentle	AT Services	10/2/2023	0.25	1	120	$120.00		$0.00
Kelly Dunn	3151	CapCo	Onyx-Ray Murrell	AT Services	10/2/2023	0.50	1	120	$120.00		$0.00
Kelly Dunn	3151	CapCo	Onyx-Ray Murrell	AT Services	10/9/2023	1.00	1	120	$120.00		$0.00
Kelly Dunn	3151	CapCo	Matthew Gomez	IEP Meeting	10/3/2023	1.00	1	100	$100.00		$0.00
Kelly Dunn	3151	CapCo	Onyx-Ray Murrell	IEP Meeting	10/2/2023	1.00	1	100	$100.00		$0.00
Kelly Dunn	3151	CapCo	Bryce Adams	IEP Meeting	10/2/2023	1.00	1	100	$100.00		$0.00
Kelly Dunn	3151	CapCo	Robert Gray	IEP Meeting	10/3/2023	1.50	1.5	100	$150.00		$0.00
Kelly Dunn	3151	CapCo	Irene Banh	IEP Meeting	10/12/2023	1.00	1	100	$100.00		$0.00
Kelly Dunn	3151	CapCo	Mathew Ovalle	IEP Meeting	10/16/2023	1.00	1	100	$100.00		$0.00
Kelly Dunn	3151	CapCo	Rudy Torres	IEP Meeting	10/25/2023	1.00	1	100	$100.00		$0.00
Kelly Dunn	3151	CapCo	Matilda Brothers	IEP Meeting	10/23/2023	1	1	100	$100.00		$0.00
Kelly Hannum	3151	CapCo	Benedek Dudas	Ed Psych Assessment	9/30/2023	n/a	n/a	n/a	$1,950.00	166.00	$108.73
Kelly Hannum	3151	CapCo	Matizen Stevens	Ed Psych Assessment	9/19/2023	n/a	n/a	n/a	$1,950.00	38.00	$24.89
Kelly Hannum	3151	CapCo	Kevin Enfield	Ed Psych Assessment	10/13/2023	n/a	n/a	n/a	$1,950.00	208.00	$136.24
Kelly Hannum	3151	CapCo	Desiree Lundquist	Ed Psych Assessment	10/16/2023	n/a	n/a	n/a	$1,950.00	34.00	$22.27
Kelly Hannum	3151	CapCo	Courtney Alexander	Ed Psych Assessment	10/10/2023	n/a	n/a	n/a	$1,950.00	114.00	$74.67
Kelly Hannum	3151	CapCo	Margaret Navarro	IEP Meeting	10/10/2023	1.50	1.5	100	$150.00		$0.00
Kelly Hannum	3151	CapCo	Sean MacDonald	IEP Meeting	10/16/2023	1.50	1.5	100	$150.00		$0.00
Kelly Hannum	3151	CapCo	Raven Descartes (no show)	IEP Meeting	10/20/2023	0.50	0.5	100	$50.00		$0.00
Kelly Hannum	3151	CapCo	Matizen Stevens	IEP Meeting	10/19/2023	2.00	2	100	$200.00		$0.00
Kelly Hannum	3151	CapCo	Benedek Dudas	IEP Meeting	10/23/2023	1.50	1.5	100	$150.00		$0.00
Lana Scott	3151	CapCo	John Bowman	Ed Psych Assessment	9/24/2023	n/a	n/a	n/a	$1,950.00	118.00	$77.29
Laura Wiese	3151	CapCo	Angel Hernandez	OT Services	10/5/2023	0.33	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Angel Hernandez (no show)	OT Services	10/12/2023	0.33	0.5	110	$55.00		$0.00
Laura Wiese	3151	CapCo	Anthony Gomez	OT Services	10/10/2023	0.50	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Anthony Gomez (no show)	OT Services	10/3/2023	0.50	0.5	110	$55.00		$0.00
Laura Wiese	3151	CapCo	Ari Amaya	OT Services	10/5/2023	0.50	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Ari Amaya	OT Services	10/12/2023	0.50	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Auron Descartes (no show)	OT Services	10/3/2023	0.50	0.5	110	$55.00		$0.00
Laura Wiese	3151	CapCo	Brody Ashley Lackey (no show)	OT Services	10/5/2023	0.50	0.5	110	$55.00		$0.00
Laura Wiese	3151	CapCo	Chesnee Pedersen	OT Services	10/3/2023	0.50	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Chesnee Pedersen	OT Services	10/10/2023	0.50	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Christopher Baltes	OT Services	10/10/2023	0.50	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Eloy Mora	OT Services	10/3/2023	0.50	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Gabriel Aguirre (no show)	OT Services	10/5/2023	0.50	0.5	110	$55.00		$0.00
Laura Wiese	3151	CapCo	Hailey Vasquez	OT Services	10/12/2023	0.50	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Heidi Romero (no show)	OT Services	10/12/2023	0.33	0.5	110	$55.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Laura Wiese	3151	CapCo	Jayden Gaines	OT Services	10/3/2023	0.33	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Jayden Gaines	OT Services	10/10/2023	0.33	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Ray Flores (no show)	OT Services	10/5/2023	0.42	0.5	110	$55.00		$0.00
Laura Wiese	3151	CapCo	Tyler Parker	OT Services	10/12/2023	0.50	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Yaretzi Sigala	OT Services	10/3/2023	0.33	1	110	$110.00		$0.00
Laura Wiese	3151	CapCo	Yaretzi Sigala	OT Services	10/10/2023	0.33	1	110	$110.00		$0.00
Lauren Linhoff	3151	CapCo	Sean Amoroso	APE Services	10/3/2023	0.50	1	110	$110.00		$0.00
Lauren Linhoff	3151	CapCo	Sean Amoroso	APE Services	10/17/2023	0.50	1	110	$110.00		$0.00
Lauren Linhoff	3151	CapCo	Sean Amoroso	APE Services	10/31/2023	0.50	1	110	$110.00		$0.00
Lisa Roundtree	3151	CapCo	Desiree Lundquist	Nursing Assessment Flat	10/10/2023	n/a	n/a	n/a	$500.00		$0.00
Lisa Roundtree	3151	CapCo	Desiree Lundquist	Nurse Assessments-Travel/Mileage	10/10/2023	1.50	1.5	110	$165.00	71.20	$46.64
Lisa Roundtree	3151	CapCo	Alexicona Howard	Nursing Assessment Flat	10/24/2023	n/a	n/a	n/a	$500.00		$0.00
Lisa Roundtree	3151	CapCo	Alexicona Howard	Nurse Assessments-Travel/Mileage	10/24/2023	1.75	1.75	110	$192.50	85.00	$55.68
Lynn Defino	3151	CapCo	Gilberto Polanco	515	10/11/2023	0.50	1	95	$95.00		$0.00
Lynn Defino	3151	CapCo	Gilberto Polanco	515	10/20/2023	0.50	1	95	$95.00		$0.00
Lynn Defino	3151	CapCo	Gilberto Polanco	515	10/25/2023	0.50	1	95	$95.00		$0.00
Lynn Defino	3151	CapCo	Michael Bayona	510	10/23/2023	0.50	1	100	$100.00		$0.00
Lynn Defino	3151	CapCo	Michael Bayona	510	10/30/2023	0.50	1	100	$100.00		$0.00
Lynn Defino	3151	CapCo	Eric Hernandez	515	10/30/2023	0.67	1	95	$95.00		$0.00
Lynn Defino	3151	CapCo	Zoey Hidalgo	IEP Meeting	10/3/2023	1.00	1	100	$100.00		$0.00
Lynn Defino	3151	CapCo	Trever Andrews	IEP Meeting	10/9/2023	1.00	1	100	$100.00		$0.00
Lynn Defino	3151	CapCo	Cassandra Kosman	IEP Meeting	10/16/2023	1.00	1	100	$100.00		$0.00
Maebelene Vital	3151	CapCo	Abraham Landero	Speech Assessment	10/6/2023	10.50	10.5	110	$1,155.00		$0.00
Maebelene Vital	3151	CapCo	Andrew Moreno	Speech Assessment	10/6/2023	10.50	10.5	110	$1,155.00		$0.00
Maebelene Vital	3151	CapCo	Anthony Gomez (no show)	Speech Services	10/3/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Anthony Gomez (no show)	Speech Services	10/10/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Anthony Gomez	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Anthony Gomez	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Anthony Gomez (no show)	Speech Services	10/31/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Brysun Palmer	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Brysun Palmer (no show)	Speech Services	10/3/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Brysun Palmer (no show)	Speech Services	10/10/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Brysun Palmer	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Brysun Palmer	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Brysun Palmer	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Brysun Palmer (no show)	Speech Services	10/26/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Brysun Palmer (no show)	Speech Services	10/31/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Elma Younus	Speech Services	10/3/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Elma Younus	Speech Services	10/10/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Elma Younus	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Maebelene Vital	3151	CapCo	Elma Younus (no show)	Speech Services	10/12/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Elma Younus (no show)	Speech Services	10/17/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Elma Younus	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Elma Younus (no show)	Speech Services	10/26/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Elma Younus (no show)	Speech Services	10/31/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Eloy Mora	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Eloy Mora	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Eloy Mora	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Eloy Mora	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Harlem Allen (no show)	Speech Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Harlem Allen (no show)	Speech Services	10/4/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Harlem Allen (no show)	Speech Services	10/11/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Jose Magana (no show)	Speech Services	10/4/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Jose Magana (no show)	Speech Services	10/11/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Jose Magana (no show)	Speech Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Jose Magana (no show)	Speech Services	10/25/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Julian Parra Villanueva	Speech Services	10/24/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Julian Parra Villanueva	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Julian Parra Villanueva (no show)	Speech Services	10/3/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Julian Parra Villanueva (no show)	Speech Services	10/10/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Julian Parra Villanueva (no show)	Speech Services	10/11/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Julian Parra-Villanueva (no show)	Speech Services	10/17/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Julian Parra-Villanueva (no show)	Speech Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Julian Parra-Villanueva (no show)	Speech Services	10/25/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Julian Parra-Villanueva (no show)	Speech Services	10/31/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Melody Masigla	Speech Services	10/18/2023	0.67	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Melody Masigla (no show)	Speech Services	10/4/2023	0.67	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Melody Masigla (no show)	Speech Services	10/11/2023	0.67	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Melody Masigla (no show)	Speech Services	10/25/2023	0.67	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Niko Gentle	Speech Services	10/31/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Zoey Hidalgo	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Zoey Hidalgo (no show)	Speech Services	10/12/2023	0.50	0.5	110	$55.00		$0.00
Maebelene Vital	3151	CapCo	Zoey Hidalgo	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Zoey Hidalgo	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Maebelene Vital	3151	CapCo	Adam Block	IEP Meeting	10/2/2023	1.00	1	100	$100.00		$0.00
Maebelene Vital	3151	CapCo	Thiago De Jesus Gutierrez	IEP Meeting	10/3/2023	1.00	1	100	$100.00		$0.00
Maebelene Vital	3151	CapCo	Nathan Pisciotta	IEP Meeting	10/3/2023	1.00	1	100	$100.00		$0.00
Maebelene Vital	3151	CapCo	Harlem Allen	IEP Meeting	10/10/2023	1.00	1	100	$100.00		$0.00
Maebelene Vital	3151	CapCo	Brysun Palmer (no show)	IEP Meeting	10/13/2023	0.50	0.5	100	$50.00		$0.00
Maebelene Vital	3151	CapCo	Brysun Palmer	IEP Meeting	10/25/2023	1.00	1	100	$100.00		$0.00

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VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Maebelene Vital	3151	CapCo	Abraham Landero	IEP Meeting	10/30/2023	1.00	1	100	$100.00		$0.00
Maebelene Vital	3151	CapCo	Andrew Moreno	IEP Meeting	10/31/2023	1.50	1.5	100	$150.00		$0.00
Mae Belen Vital	3151	CapCo	Zoey Hidalgo	IEP Meeting	10/3/2023	1.00	1	100	$100.00		$0.00
Maurisha (Misha) Bertulfo	3151	CapCo	Andrew Moreno	Ed Psych Assessment	10/6/2023	n/a	n/a	n/a	$1,950.00	56.00	$36.68
Maurisha (Misha) Bertulfo	3151	CapCo	Sarah Lyman	Ed Psych Assessment	10/13/2023	n/a	n/a	n/a	$1,950.00	158.00	$103.49
Maurisha (Misha) Bertulfo	3151	CapCo	Isa Craig	Ed Psych Assessment	10/25/2023	n/a	n/a	n/a	$1,950.00	187.00	$122.49
Maurisha (Misha) Bertulfo	3151	CapCo	Andrew Moreno	IEP Meeting	10/31/2023	1.50	1.5	100	$150.00		$0.00
Melanie Segrave	3151	CapCo	Adrian Christensen	535 Student	10/3/2023	1.00	3.75	110	$412.50	54.00	$35.37
Melanie Segrave	3151	CapCo	Adrian Christensen	510	10/4/2023	0.50	4	100	$400.00	54.00	$35.37
Melanie Segrave	3151	CapCo	Adrian Christensen	535 Student	10/10/2023	1.00	3.8	110	$418.00	54.00	$35.37
Melanie Segrave	3151	CapCo	Adrian Christensen	510	10/11/2023	0.50	4	100	$400.00	54.00	$35.37
Melanie Segrave	3151	CapCo	Adrian Christensen	535 Student	10/17/2023	1.00	3.5	110	$385.00	54.00	$35.37
Melanie Segrave	3151	CapCo	Adrian Christensen	535 Student	10/24/2023	1.00	3.75	110	$412.50	54.00	$35.37
Melanie Segrave	3151	CapCo	Adrian Christensen	535 Student	10/30/2023	1.00	3.8	110	$418.00	54.00	$35.37
Melanie Segrave	3151	CapCo	Adrian Christensen	510	10/18/2023	0.50	3.8	100	$380.00	54.00	$35.37
Melanie Segrave	3151	CapCo	Adrian Christensen	510	10/25/2023	0.50	3.75	100	$375.00	54.00	$35.37
Melanie Segrave	3151	CapCo	Ciaran Lennon	535 Student	10/2/2023	1.25	3.25	110	$357.50	76.00	$49.78
Melanie Segrave	3151	CapCo	Ciaran Lennon	535 Student	10/6/2023	1.25	3.25	110	$357.50	76.00	$49.78
Melanie Segrave	3151	CapCo	Ciaran Lennon	535 Student	10/9/2023	1.25	3.25	110	$357.50	76.00	$49.78
Melanie Segrave	3151	CapCo	Ciaran Lennon	535 Student	10/13/2023	1.25	3.25	110	$357.50	76.00	$49.78
Melanie Segrave	3151	CapCo	Ciaran Lennon	535 Student	10/16/2023	1.25	3.05	110	$335.50	76.00	$49.78
Melanie Segrave	3151	CapCo	Ciaran Lennon	535 Student	10/20/2023	1.25	3.25	110	$357.50	76.00	$49.78
Melanie Segrave	3151	CapCo	Ciaran Lennon	535 Student	10/23/2023	1.25	3.05	110	$335.50	76.00	$49.78
Melanie Segrave	3151	CapCo	Ciaran Lennon	535 Student	10/27/2023	1.25	3.05	110	$335.50	76.00	$49.78
Melanie Segrave	3151	CapCo	Ciaran Lennon	535 Student	10/30/2023	1.25	3.05	110	$335.50	76.00	$49.78
Melissa Yepez	3151	CapCo	Jayden Lures	OT Services	10/20/2023	0.50	1	110	$110.00		$0.00
Melissa Yepez	3151	CapCo	Tyler Parker	OT Services	10/20/2023	0.50	1	110	$110.00		$0.00
Melissa Yepez	3151	CapCo	Jayden Lures	OT Services	10/27/2023	0.50	1	110	$110.00		$0.00
Melissa Yepez	3151	CapCo	Eloy Mora	OT Services	10/27/2023	0.50	1	110	$110.00		$0.00
Melissa Yepez	3151	CapCo	Elijah Avakian (no show)	OT Services	10/27/2023	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3151	CapCo	Christian Martinez	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Christian Martinez	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Christian Martinez	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Christian Martinez	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Christian Martinez	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Christian Martinez	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Christian Martinez	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Ciaran Lennon (no show)	Speech Services	10/27/2023	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3151	CapCo	Ciaran Lennon (no show)	Speech Services	10/17/2023	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3151	CapCo	Ciaran Lennon	Speech Services	10/31/2023	0.50	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Mercedes Allin	3151	CapCo	Dejay Aquino	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Dejay Aquino	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Dejay Aquino	Speech Services	10/16/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Dejay Aquino	Speech Services	10/23/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Dejay Aquino	Speech Services	10/30/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Eli Ramirez	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Eli Ramirez	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Eli Ramirez	Speech Services	10/16/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Eli Ramirez	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Eli Ramirez	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Eli Ramirez (no show)	Speech Services	10/2/2023	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3151	CapCo	Eli Ramirez	Speech Services	10/30/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Jabez Arevalo	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Jabez Arevalo	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Jabez Arevalo	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Jabez Arevalo	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Jabez Arevalo	Speech Services	10/27/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Jabez Arevalo (no show)	Speech Services	10/14/2023	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3151	CapCo	Jason Knowles	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Jason Knowles	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Jason Knowles	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Jason Knowles	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Jason Knowles (no show)	Speech Services	10/9/2023	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3151	CapCo	Jason Knowles	Speech Services	10/27/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Jason Knowles (no show)	Speech Services	10/25/2023	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3151	CapCo	Kaycee Valenzuela	Speech Services	10/30/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Petra Arteaga	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Petra Arteaga	Speech Services	10/19/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Petra Arteaga	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Sean Torres	Speech Services	10/2/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Sean Torres	Speech Services	10/9/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Sean Torres	Speech Services	10/10/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Sean Torres	Speech Services	10/13/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Sean Torres	Speech Services	10/27/2023	0.50	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Selena Nebres	Speech Services	10/18/2023	0.75	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Selena Nebres	Speech Services	10/4/2023	0.75	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Selena Nebres	Speech Services	10/11/2023	0.75	1	110	$110.00		$0.00
Mercedes Allin	3151	CapCo	Selena Nebres	Speech Services	10/25/2023	0.75	1	110	$110.00		$0.00
Mia Frimtzis	3151	CapCo	Adonis Tibbs-McCrae	510	10/2/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Adonis Tibbs-McCrae	510	10/9/2023	0.50	1	100	$100.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Mia Frimtzis	3151	CapCo	Adonis Tibbs-McCrae	510	10/16/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Adonis Tibbs-McCrae	510	10/23/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Adonis Tibbs-McCrae	510	10/30/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Arch Hobgood	510	10/2/2023	0.75	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Arch Hobgood	510	10/9/2023	0.75	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Arch Hobgood	510	10/16/2023	0.75	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Arch Hobgood	510	10/23/2023	0.75	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Arch Hobgood	510	10/31/2023	0.75	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Audrey West	510	10/5/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Audrey West	510	10/12/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Audrey West	510	10/19/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Audrey West	510	10/26/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Elliot Lopez Clarke	510	10/5/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Elliot Lopez Clarke	510	10/12/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Elliot Lopez Clarke	510	10/19/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Elliot Lopez Clarke	510	10/26/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Jacob Ortiz	510	10/19/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Jacob Ortiz	510	10/26/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Jayden Lures	510	10/10/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Jayden Lures	510	10/17/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Jayden Lures	510	10/24/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Jayden Lures	510	10/31/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Kash Rowland	510	10/10/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Kennedy Wallace	510	10/2/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Kennedy Wallace	510	10/9/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Kennedy Wallace	510	10/16/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Kennedy Wallace	510	10/23/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Kennedy Wallace	510	10/30/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Phebe Liuzzo	510	10/3/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Phebe Liuzzo	520	10/3/2023	1.00	1	120	$120.00		$0.00
Mia Frimtzis	3151	CapCo	Phebe Liuzzo	510	10/10/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Phebe Liuzzo	520	10/10/2023	1.00	1	120	$120.00		$0.00
Mia Frimtzis	3151	CapCo	Phebe Liuzzo	510	10/17/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Phebe Liuzzo	520	10/17/2023	1.00	1	120	$120.00		$0.00
Mia Frimtzis	3151	CapCo	Phebe Liuzzo	510	10/24/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Phebe Liuzzo	520	10/24/2023	1.00	1	120	$120.00		$0.00
Mia Frimtzis	3151	CapCo	Phebe Liuzzo	510	10/31/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Phebe Liuzzo	520	10/31/2023	1.00	1	120	$120.00		$0.00
Mia Frimtzis	3151	CapCo	Samuel Reichardt	510	10/4/2023	0.50	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Samuel Reichardt	510	10/18/2023	0.50	1	100	$100.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Mia Frimtzis	3151	CapCo	Phebe Liuzzo	IEP Meeting	10/3/2023	1.00	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Michael Bayona	IEP Meeting	10/12/2023	1.00	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Eric Hernandez	IEP Meeting	10/12/2023	1.00	1	100	$100.00		$0.00
Mia Frimtzis	3151	CapCo	Jacob Ortiz (no show)	IEP Meeting	10/24/2023	0.50	0.5	100	$50.00		$0.00
Mia Frimtzis	3151	CapCo	Abraham Tahir	IEP Meeting	10/9/2023	1.00	1	100	$100.00		$0.00
Michael Saunders	3151	CapCo	Alexander Mendoza	425 APE Services	10/5/2023	0.50	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Alexander Mendoza	425 APE Services	10/12/2023	0.50	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Alexander Mendoza	425 APE Services	10/19/2023	0.50	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Kalvin Tan	425 APE Services	10/5/2023	0.50	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Kalvin Tan	425 APE Services	10/12/2023	0.50	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Kalvin Tan	425 APE Services	10/19/2023	0.50	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Kalvin Tan	425 APE Services	10/26/2023	0.50	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Liam Edora	APE Services	10/18/2023	0.33	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Liam Edora	APE Services	10/25/2023	0.33	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Liam Edora	APE Services	10/4/2023	0.40	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Liam Edora	APE Services	10/11/2023	0.40	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Robert Gray	425 APE Services	10/6/2023	0.50	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Robert Gray	425 APE Services	10/13/2023	0.50	1	110	$110.00		$0.00
Michael Saunders	3151	CapCo	Jayden Patton	IEP Meeting	10/5/2023	1.00	1	100	$100.00		$0.00
Michael Saunders	3151	CapCo	Yaretzi Sigala	IEP Meeting	10/19/2023	1.00	1	100	$100.00		$0.00
Michael Saunders	3151	CapCo	Alexander Mendoza	IEP Meeting	10/24/2023	1.00	1	100	$100.00		$0.00
Mikayla Bell (Schramm)	3151	CapCo	Tyler Robles	IEP Meeting	10/23/2023	1.00	1	100	$100.00		$0.00
Mikayla Bell (Schramm)	3151	CapCo	Spencer Downer	IEP Meeting	10/26/2023	1.00	1	100	$100.00		$0.00
Mikayla Bell (Schramm)	3151	CapCo	Matilda Brothers	IEP Meeting	10/23/2023	1.00	1	100	$100.00		$0.00
Mikayla Bell (Schramm)	3151	CapCo	Hailey Vasquez	IEP Meeting	10/30/2023	1.00	1	100	$100.00		$0.00
Monique Nguyen	3151	CapCo	Spencer Downer	OT Assessment	10/13/2023	1.00	10.5	110	$1,155.00		$0.00
Monique Nguyen	3151	CapCo	Mason Diaz	OT Services	10/17/2023	1.00	2.5	110	$275.00	66.00	$43.23
Monique Nguyen	3151	CapCo	Mason Diaz	OT Services	10/25/2023	1.00	2.5	110	$275.00	66.00	$43.23
Monique Nguyen	3151	CapCo	Mason Diaz	OT Services	10/11/2023	1.00	2.5	110	$275.00	66.00	$43.23
Monique Nguyen	3151	CapCo	Mason Diaz	IEP Meeting	10/13/2023	1.00	1	100	$100.00		$0.00
Nadia Rojas	3151	CapCo	Elijah Romero	ECP	10/5/2023	2.00	2	110	$220.00		$0.00
Nadia Rojas	3151	CapCo	Adonis (Jerimiah) Tibbs McCrae	ECP	10/4/2023	1.50	1.5	110	$165.00		$0.00
Nadia Rojas	3151	CapCo	Faith Dietzel	ECP	10/14/2023	1.50	1.5	110	$165.00		$0.00
Nadia Rojas	3151	CapCo	Bella Ammons	ECP	10/21/2023	1.50	1.5	110	$165.00		$0.00
Nadia Rojas	3151	CapCo	Bricely Rivera	ECP	10/21/2023	1.50	1.5	110	$165.00		$0.00
Nadia Rojas	3151	CapCo	Kennedy Ibanez	ECP	10/25/2023	1.50	1.5	110	$165.00		$0.00
Nadia Rojas	3151	CapCo	Abraham Landero	Nursing Assessment Flat	10/7/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Abraham Landero	Nurse Assessments-Travel/Mileage	10/7/2023	1.36	1.36	110	$149.60	70.00	$45.85
Nadia Rojas	3151	CapCo	Faith Dietzel	Nursing Assessment Flat	10/14/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Faith Dietzel	Nurse Assessments-Travel/Mileage	10/14/2023	1.25	1.25	110	$137.50	74.00	$48.47

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Nadia Rojas	3151	CapCo	Wolfgang Steinbeck	Nursing Assessment Flat	10/2/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Wolfgang Steinbeck	Nurse Assessments-Travel/Mileage	10/2/2023	2.01	2.01	110	$221.10	80.00	$52.40
Nadia Rojas	3151	CapCo	Isa Craig	Nursing Assessment Flat	10/12/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Spencer Downer	Nursing Assessment Flat	10/10/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Aphaea Drymon	Nursing Assessment Flat	10/16/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Aphaea Drymon	Nurse Assessments-Travel/Mileage	10/16/2023	1.66	1.66	110	$182.60	71.00	$46.51
Nadia Rojas	3151	CapCo	Neil Murphy	Nursing Assessment Flat	10/17/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Neil Murphy	Nurse Assessments-Travel/Mileage	10/17/2023	1.98	1.98	110	$217.80	72.00	$47.16
Nadia Rojas	3151	CapCo	LaDaveon Jackson	Nursing Assessment Flat	10/21/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	LaDaveon Jackson	Nurse Assessments-Travel/Mileage	10/21/2023	0.88	0.88	110	$96.80	48.00	$31.44
Nadia Rojas	3151	CapCo	Bella Ammons	Nursing Assessment Flat	10/21/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Bella Ammons	Nurse Assessments-Travel/Mileage	10/21/2023	0.18	0.18	110	$19.80	6.70	$4.39
Nadia Rojas	3151	CapCo	Bricely Rivera	Nursing Assessment Flat	10/21/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Bricely Rivera	Nurse Assessments-Travel/Mileage	10/21/2023	1.90	1.9	110	$209.00	87.00	$56.99
Nadia Rojas	3151	CapCo	Aspen Hymas	Nursing Assessment Flat	10/24/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Aspen Hymas	Nurse Assessments-Travel/Mileage	10/24/2023	2.40	2.4	110	$264.00	90.00	$58.95
Nadia Rojas	3151	CapCo	Kennedy Ibanez	Nursing Assessment Flat	10/25/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Kennedy Ibanez	Nurse Assessments-Travel/Mileage	10/25/2023	3.10	3.1	110	$341.00	168.00	$110.04
Nadia Rojas	3151	CapCo	Trever Andrews	Nursing Assessment Flat	10/28/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Trever Andrews	Nurse Assessments-Travel/Mileage	10/28/2023	0.33	0.33	110	$36.30	16.00	$10.48
Nadia Rojas	3151	CapCo	Angel Meza	Nursing Assessment Flat	10/28/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Angel Meza	Nurse Assessments-Travel/Mileage	10/28/2023	1.36	1.36	110	$149.60	79.00	$51.75
Nadia Rojas	3151	CapCo	Kevin Enfield	Nursing Assessment Flat	10/28/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Kevin Enfield	Nurse Assessments-Travel/Mileage	10/28/2023	0.66	0.66	110	$72.60	21.00	$13.76
Nadia Rojas	3151	CapCo	Alexander Johns	Nursing Assessment Flat	10/28/2023	n/a	n/a	n/a	$500.00		$0.00
Nadia Rojas	3151	CapCo	Alexander Johns	Nurse Assessments-Travel/Mileage	10/28/2023	0.81	0.81	110	$89.10	23.00	$15.07
Nikita Jones	3151	CapCo	Dajanique Harding	OT Services	10/3/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Dajanique Harding	OT Services	10/17/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Dajanique Harding	OT Services	10/31/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	David Hall Jr.	OT Services	10/10/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	David Hall Jr. (no show)	OT Services	10/3/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	David Hall Jr.	OT Services	10/17/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	David Hall Jr.	OT Services	10/24/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	David Hall Jr.	OT Services	10/31/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Dejay Aquino	OT Services	10/5/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Dejay Aquino	OT Services	10/12/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Dejay Aquino	OT Services	10/26/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Dejay Aquino (no show)	OT Services	10/19/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Diego Olvera	OT Services	10/25/2023	0.25	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Eric Ledesma	OT Services	10/9/2023	1.00	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Nikita Jones	3151	CapCo	Gabriel Nichols	OT Services	10/10/2023	0.25	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Gabriel Nichols (no show)	OT Services	10/3/2023	0.25	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Gabriel Nichols	OT Services	10/17/2023	0.25	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Gabriel Nichols	OT Services	10/24/2023	0.25	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Gabriel Nichols	OT Services	10/31/2023	0.25	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Gabriel Villasenor	OT Services	10/31/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	George Thomson	OT Services	10/2/2023	0.33	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	George Thomson	OT Services	10/9/2023	0.33	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	George Thomson	OT Services	10/23/2023	0.33	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	George Thomson	OT Services	10/30/2023	0.33	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	George Thomson	OT Services	10/16/2023	0.33	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Giovanni Jimenez Ramirez	OT Services	10/4/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Giovanni Jimenez Ramirez (no show)	OT Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Henry Hesselman	OT Services	10/2/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Henry Hesselman	OT Services	10/5/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Henry Hesselman	OT Services	10/12/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Henry Hesselman (no show)	OT Services	10/9/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Henry Hesselman	OT Services	10/16/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Henry Hesselman	OT Services	10/19/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Henry Hesselman	OT Services	10/23/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Henry Hesselman	OT Services	10/26/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Henry Hesselman	OT Services	10/30/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Irene Banh (no show)	OT Services	10/3/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Katelynn Cardona	OT Services	10/9/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Katelynn Cardona (no show)	OT Services	10/23/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Leilani Sylvester-Carr (no show)	OT Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Leilani Sylvester-Carr (no show)	OT Services	10/25/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Leilani Sylvester-Carr (no show)	OT Services	10/4/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Leilani Sylvester-Carr (no show)	OT Services	10/11/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Liam Edora	OT Services	10/2/2023	0.33	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Liam Edora	OT Services	10/9/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Liam Edora	OT Services	10/16/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Liam Edora (no show)	OT Services	10/30/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Nathan Davenport	OT Services	10/5/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Nathan Davenport	OT Services	10/12/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Nathan Davenport	OT Services	10/19/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Nathan Davenport	OT Services	10/26/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Nathan Padilla	OT Services	10/4/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Nathan Padilla	OT Services	10/11/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Nathan Padilla	OT Services	10/18/2023	0.50	1	110	$110.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Nikita Jones	3151	CapCo	Nathan Padilla	OT Services	10/25/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Odalys Davalos Villagomez	OT Services	10/5/2023	0.33	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Odalys Davalos Villagomez	OT Services	10/12/2023	0.33	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Odalys Davalos Villagomez	OT Services	10/19/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Odalys Davalos Villagomez	OT Services	10/26/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Thea Bella Asuncion (no show)	OT Services	10/11/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Thea Bella Asuncion (no show)	OT Services	10/25/2023	0.50	0.5	110	$55.00		$0.00
Nikita Jones	3151	CapCo	Tristen Stidham	OT Services	10/4/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Tristen Stidham	OT Services	10/18/2023	0.50	1	110	$110.00		$0.00
Nikita Jones	3151	CapCo	Vanessa Sotelo	OT Services	10/5/2023	0.50	1	110	$110.00		$0.00
Patricia Slaback	3151	CapCo	Jenavee Munoz	740 OI Services	10/30/2023	0.50	1	110	$110.00		$0.00
Patricia Slaback	3151	CapCo	Sara Gerson	740 OI Services	10/30/2023	0.25	1	110	$110.00		$0.00
Patricia Renee Crouch	3151	CapCo	Katelynn Cardona	IEP Meeting	10/18/2023	1.00	1	100	$100.00		$0.00
Penny Lopez	3151	CapCo	Angel Vargas Santamaria	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Angel Vargas Santamaria	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Angel Vargas Santamaria	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Gabriel Aguirre	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Gabriel Aguirre	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Gabriel Aguirre	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Jayden Patton (no show)	Speech Services	10/4/2023	0.50	0.5	110	$55.00		$0.00
Penny Lopez	3151	CapCo	Jayden Patton (no show)	Speech Services	10/11/2023	0.50	0.5	110	$55.00		$0.00
Penny Lopez	3151	CapCo	Jayden Patton (no show)	Speech Services	10/18/2023	0.50	0.5	110	$55.00		$0.00
Penny Lopez	3151	CapCo	Katelynn Cardona	Speech Services	10/4/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Katelynn Cardona	Speech Services	10/11/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Katelynn Cardona	Speech Services	10/18/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Katelynn Cardona	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Katelynn Cardona	Speech Services	9/13/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Katelynn Cardona	Speech Services	9/20/2023	0.50	1	110	$110.00		$0.00
Penny Lopez	3151	CapCo	Katelynn Cardona	Speech Services	9/27/2023	0.50	1	110	$110.00		$0.00
Ricky Rueda	3151	CapCo	Lloyd Spearman	535 Student	10/18/2023	0.50	1	110	$110.00		$0.00
Ricky Rueda	3151	CapCo	Lloyd Spearman	535 Student	10/25/2023	0.50	1	110	$110.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Arthur Chandler	515 Couns & Guide	10/3/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Isabel Marquez Navarrete (no show)	510	10/2/2023	1.00	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Isabel Marquez Navarrete	510	10/9/2023	1.00	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Isabel Marquez Navarrete (no show)	510	10/16/2023	1.00	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Isabel Marquez Navarrete	510	10/23/2023	1.00	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Isabel Marquez Navarrete (no show)	510	10/30/2023	1.00	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Kian Arami	515 Couns & Guide	10/3/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Kian Arami	515 Couns & Guide	10/10/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Kian Arami	515 Couns & Guide	10/17/2023	0.50	1	95	$95.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Sarah Sabaghzadeh	3151	CapCo	Kian Arami	515 Couns & Guide	10/24/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Kian Arami	515 Couns & Guide	10/31/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Leah Morales	510	10/5/2023	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Leah Morales	510	10/12/2023	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Leah Morales	510	10/19/2023	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Leah Morales	510	10/26/2023	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Jenavee Munoz	515 Couns & Guide	10/3/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Jenavee Munoz	515 Couns & Guide	10/31/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Madison Merritt	515 Couns & Guide	10/3/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Madison Merritt	515 Couns & Guide	10/17/2023	0.25	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Madison Merritt (no show)	515 Couns & Guide	10/24/2023	0.50	0.5	95	$47.50		$0.00
Sarah Sabaghzadeh	3151	CapCo	Madison Merritt	515 Couns & Guide	10/31/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Margaret Navarro	515 Couns & Guide	10/3/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Margaret Navarro	515 Couns & Guide	10/10/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Margaret Navarro	515 Couns & Guide	10/17/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Margaret Navarro	515 Couns & Guide	10/24/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Margaret Navarro	515 Couns & Guide	10/31/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Miriah Pullom	510	10/3/2023	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Miriah Pullom	510	10/10/2023	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Miriah Pullom (no show)	510	10/17/2023	0.50	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Miriah Pullom (no show)	510	10/24/2023	0.50	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Miriah Pullom (no show)	510	10/31/2023	0.50	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Nevaeh Sohn (no show)	510	10/3/2023	0.50	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Nevaeh Sohn	510	10/10/2023	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Nevaeh Sohn (no show)	510	10/17/2023	0.50	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Nevaeh Sohn	510	10/24/2023	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Nevaeh Sohn (no show)	510	10/31/2023	0.50	0.5	100	$50.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Zion Smith	515 Couns & Guide	10/3/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Zion Smith	515 Couns & Guide	10/10/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Zion Smith	515 Couns & Guide	10/17/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Zion Smith	515 Couns & Guide	10/24/2023	0.50	1	95	$95.00		$0.00
Sarah Sabaghzadeh	3151	CapCo	Zion Smith	515 Couns & Guide	10/31/2023	0.50	1	95	$95.00		$0.00
Shanna Hottinger	3151	CapCo	Alexander Casarez	ECP	10/17/2023	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3151	CapCo	Andrew Hall	ECP	10/17/2023	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3151	CapCo	Sarah Velderrain	ECP	10/17/2023	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3151	CapCo	Conner Bedrosian	ECP	10/19/2023	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3151	CapCo	Ruben Rodriguez	ECP	10/19/2023	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3151	CapCo	Emma Whitney	ECP	10/19/2023	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3151	CapCo	Michael Fernandes James	ECP	10/26/2023	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3151	CapCo	Robert Salazar	Nursing Assessment Flat	10/20/2023	n/a	n/a	n/a	$500.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Shanna Hottinger	3151	CapCo	Ryan Hartley	Nursing Assessment Flat	10/1/2023	n/a	n/a	n/a	$500.00		$0.00
Shanna Hottinger	3151	CapCo	Michael Fernandes-James	Nursing Assessment Flat	10/21/2023	n/a	n/a	n/a	$500.00		$0.00
Shanna Hottinger	3151	CapCo	Michael Fernandes-James	Nurse Assessments-Travel/Mileage	10/21/2023	1.00	1	110	$110.00	21.40	$14.02
Shanna Hottinger	3151	CapCo	Juan Garcia Meza	Nursing Assessment Flat	10/18/2023	n/a	n/a	n/a	$500.00		$0.00
Shanna Hottinger	3151	CapCo	Juan Garcia Meza	Nurse Assessments-Travel/Mileage	10/18/2023	0.50	0.5	110	$55.00	12.40	$8.12
Shanna Hottinger	3151	CapCo	Brandon Macias Lawson	Nursing Assessment Flat	10/19/2023	n/a	n/a	n/a	$500.00		$0.00
Shanna Hottinger	3151	CapCo	Brandon Macias Lawson	Nurse Assessments-Travel/Mileage	10/19/2023	1.50	1.5	110	$165.00	51.00	$33.41
Shelbi Casados	3151	CapCo	Kristopher Jackson	Speech Assessment	10/25/2023	10.50	10.5	110	$1,155.00		$0.00
Shelbi Casados	3151	CapCo	Rudy Torres	Speech Services	10/12/2023	0.50	1	110	$110.00		$0.00
Shelbi Casados	3151	CapCo	Rudy Torres	Speech Services	10/17/2023	0.50	1	110	$110.00		$0.00
Shelbi Casados	3151	CapCo	Rudy Torres	Speech Services	10/27/2023	0.50	1	110	$110.00		$0.00
Shelbi Casados	3151	CapCo	Rudy Torres	Speech Services	10/31/2023	0.50	1	110	$110.00		$0.00
Stacy Anne Viray	3151	CapCo	Julian Parra Villanueva	OT Assessment	10/5/2023	10.50	10.5	110	$1,155.00		$0.00
Stacy Anne Viray	3151	CapCo	Ray Flores	IEP Meeting	10/9/2023	1.00	1	100	$100.00		$0.00
Syndi Shefer	3151	CapCo	Joel Martinez	Speech Services	10/25/2023	0.50	1	110	$110.00		$0.00
Syndi Shefer	3151	CapCo	Raymond Monteiro	Speech Services	10/26/2023	0.50	1	110	$110.00		$0.00
Teresa Nicolle	3151	CapCo	Khloe' Leialoha Kanagushiku	Nursing Assessment Flat	9/30/2023	n/a	n/a	n/a	$500.00		$0.00
Teresa Nicolle	3151	CapCo	Khloe' Leialoha Kanagushiku	Nurse Assessments-Travel/Mileage	9/30/2023	1.74	1.75	110	$192.50	89.20	$58.43
Teresa Nicolle	3151	CapCo	Julian Parra Villanueva	Nursing Assessment Flat	9/30/2023	n/a	n/a	n/a	$500.00		$0.00
Teresa Nicolle	3151	CapCo	Julian Parra Villanueva	Nurse Assessments-Travel/Mileage	9/30/2023	1.75	1.75	110	$192.50	82.10	$53.78
Teresa Nicolle	3151	CapCo	Serena Hill	Nursing Assessment Flat	10/12/2023	n/a	n/a	n/a	$500.00		$0.00
Teresa Nicolle	3151	CapCo	Serena Hill	Nurse Assessments-Travel/Mileage	10/12/2023	1.00	1	110	$110.00	41.60	$27.25
Teresa Nicolle	3151	CapCo	Kylen Welch	Nursing Assessment Flat	10/26/2023	n/a	n/a	n/a	$500.00		$0.00
Teresa Nicolle	3151	CapCo	Kylen Welch	Nurse Assessments-Travel/Mileage	10/26/2023	2.25	2.25	110	$247.50	116.00	$75.98
Teresa Nicolle	3151	CapCo	Alyssa Sterling	Nursing Assessment Flat	10/19/2023	n/a	n/a	n/a	$500.00		$0.00
Terrie Schoch	3151	CapCo	Alexis Rios	510	10/3/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Alexis Rios	510	10/17/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Alexis Rios	515	10/31/2023	0.50	1	95	$95.00		$0.00
Terrie Schoch	3151	CapCo	Angel Vargas Santamaria (no show)	515	10/2/2023	0.50	0.5	95	$47.50		$0.00
Terrie Schoch	3151	CapCo	Angel Vargas Santamaria (no show)	515	10/9/2023	0.50	0.5	95	$47.50		$0.00
Terrie Schoch	3151	CapCo	Angel Vargas Santamaria	515	10/23/2023	0.50	1	95	$95.00		$0.00
Terrie Schoch	3151	CapCo	Angel Vargas Santamaria	515	10/30/2023	0.50	1	95	$95.00		$0.00
Terrie Schoch	3151	CapCo	Angel Vargas Santamaria	515	10/16/2023	0.50	1	95	$95.00		$0.00
Terrie Schoch	3151	CapCo	Brianna Padilla	510	10/4/2023	1.00	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Ciaran Lennon	510	10/5/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Ciaran Lennon	510	10/12/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Ciaran Lennon	510	10/19/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Ciaran Lennon	510	10/26/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Hailey Baneulos	535 Behavior Student	10/11/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Hailey Banuelos (no show)	535 Behavior Student	10/2/2023	1.00	0.5	110	$55.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Terrie Schoch	3151	CapCo	Hailey Banuelos (no show)	535 Behavior Student	10/4/2023	1.00	0.5	110	$55.00		$0.00
Terrie Schoch	3151	CapCo	Hailey Banuelos (no show)	535 Behavior Student	10/9/2023	1.00	0.5	110	$55.00		$0.00
Terrie Schoch	3151	CapCo	Hailey Banuelos (no show)	535 Behavior Student	10/16/2023	1.00	0.5	110	$55.00		$0.00
Terrie Schoch	3151	CapCo	Hailey Banuelos (no show)	535 Behavior Student	10/18/2023	1.00	0.5	110	$55.00		$0.00
Terrie Schoch	3151	CapCo	Hailey Banuelos (no show)	535 Behavior Student	10/25/2023	1.00	0.5	110	$55.00		$0.00
Terrie Schoch	3151	CapCo	Hailey Banuelos (no show)	535 Behavior Student	10/30/2023	1.00	0.5	110	$55.00		$0.00
Terrie Schoch	3151	CapCo	Jadden McDonald	510	10/3/2023	0.33	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Jadden McDonald	510	10/5/2023	0.33	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Jadden McDonald	510	10/12/2023	0.33	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Jadden McDonald	510	10/10/2023	0.33	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Jadden McDonald	510	10/17/2023	0.33	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Jadden McDonald (no show)	510	10/19/2023	0.33	0.5	100	$50.00		$0.00
Terrie Schoch	3151	CapCo	Jadden McDonald	510	10/26/2023	0.33	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Jadden McDonald (no show)	510	10/31/2023	0.33	0.5	100	$50.00		$0.00
Terrie Schoch	3151	CapCo	Jesus Lezama	515 Couns & Guide	10/6/2023	0.50	1	95	$95.00		$0.00
Terrie Schoch	3151	CapCo	Jesus Lezama	515 Couns & Guide	10/13/2023	0.50	1	95	$95.00		$0.00
Terrie Schoch	3151	CapCo	Jesus Lezama	515 Couns & Guide	10/20/2023	0.50	1	95	$95.00		$0.00
Terrie Schoch	3151	CapCo	Jesus Lezama	515 Couns & Guide	10/27/2023	0.50	1	95	$95.00		$0.00
Terrie Schoch	3151	CapCo	Kian Arami	510	10/5/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Kian Arami	510	10/17/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Kian Arami	510	10/26/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Kian Arami	510	10/31/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Kian Arami (no show)	510	10/24/2023	0.50	0.5	100	$50.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas	535 Behavior Student	10/2/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas	535 Behavior Student	10/4/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas	535 Behavior Student	10/6/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas	535 Behavior Student	10/9/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas	535 Behavior Student	10/11/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas	535 Behavior Student	10/13/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas	535 Behavior Student	10/18/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas	535 Behavior Student	10/25/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas	535 Behavior Student	10/27/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas	535 Behavior Student	10/30/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas	535 Behavior Student	10/16/2023	1.00	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas (no show)	535 Behavior Student	10/20/2023	1.00	0.5	110	$55.00		$0.00
Terrie Schoch	3151	CapCo	Morgan Haas (no show)	535 Behavior Student	10/23/2023	1.00	0.5	110	$55.00		$0.00
Terrie Schoch	3151	CapCo	Se Do Kang	510	10/6/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Se Do Kang	510	10/13/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Se Do Kang	510	10/19/2023	0.50	1	100	$100.00		$0.00
Terrie Schoch	3151	CapCo	Se Do Kang	510	10/24/2023	0.50	1	100	$100.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Terrie Schoch	3151	CapCo	Se Do Kang (no show)	510	10/17/2023	0.50	0.5	100	$50.00		$0.00
Terrie Schoch	3151	CapCo	Se Do Kang (no show)	510	10/19/2023	0.50	0.5	100	$50.00		$0.00
Terrie Schoch	3151	CapCo	Se Do Kang (no show)	510	10/26/2023	0.50	0.5	100	$50.00		$0.00
Terrie Schoch	3151	CapCo	Se Do Kang (no show)	515	10/31/2023	0.50	0.5	95	$47.50		$0.00
Terrie Schoch	3151	CapCo	Se Do Kang	530	10/3/2023	0.33	1	110	$110.00		$0.00
Terrie Schoch	3151	CapCo	Brianna Padilla	IEP Meeting	10/16/2023	1.50	1.5	100	$150.00		$0.00
Terrie Schoch	3151	CapCo	Roman Armenise	IEP Meeting	10/25/2023	1.00	1	100	$100.00		$0.00
Vahe Amirian	3151	CapCo	Abraham Landero	Ed Psych Assessment	9/30/2023	n/a	n/a	n/a	$1,950.00	112.00	$73.36
Vahe Amirian	3151	CapCo	Robert Salazar	Ed Psych Assessment	10/14/2023	n/a	n/a	n/a	$1,950.00	44.00	$28.82
Vahe Amirian	3151	CapCo	Kennedy Ibanez	Ed Psych Assessment	10/10/2023	n/a	n/a	n/a	$1,950.00	38.00	$24.89
Vahe Amirian	3151	CapCo	Faith Dietzel	Ed Psych Assessment	10/7/2023	n/a	n/a	n/a	$1,950.00	104.00	$68.12
Vahe Amirian	3151	CapCo	Amanda Espinal	Ed Psych Assessment	10/17/2023	n/a	n/a	n/a	$1,950.00	44.00	$28.82
Vahe Amirian	3151	CapCo	Michael Fernandes-James	Ed Psych Assessment	10/21/2023	n/a	n/a	n/a	$1,950.00	44.00	$28.82
Vahe Amirian	3151	CapCo	Jahsheed August	Ed Psych Assessment	10/22/2023	n/a	n/a	n/a	$1,950.00	112.00	$73.36
Vahe Amirian	3151	CapCo	Da'Shaun Andrewin	Ed Psych Assessment	10/24/2023	n/a	n/a	n/a	$1,950.00	88.00	$57.64
Vahe Amirian	3151	CapCo	Abrinna Abarca	Ed Psych Assessment	10/25/2023	n/a	n/a	n/a	$1,950.00	98.00	$64.19
Vahe Amirian	3151	CapCo	Isaiah Gallegos	Ed Psych Assessment	10/29/2023	n/a	n/a	n/a	$1,950.00	106.00	$69.43
Vahe Amirian	3151	CapCo	Seven Isaacs	IEP Meeting	10/9/2023	1.50	1.5	100	$150.00		$0.00
Vahe Amirian	3151	CapCo	Shyanna Rivera	IEP Meeting	10/13/2023	1.50	1.5	100	$150.00		$0.00
Vahe Amirian	3151	CapCo	D'Anah Rico	IEP Meeting	10/16/2023	1.50	1.5	100	$150.00		$0.00
Vahe Amirian	3151	CapCo	Xaerann Knealing	IEP Meeting	10/19/2023	1.00	1	100	$100.00		$0.00
Vahe Amirian	3151	CapCo	Christian Vega	IEP Meeting	10/20/2023	1.00	1	100	$100.00		$0.00
Vahe Amirian	3151	CapCo	Samantha Hopkins	IEP Meeting	10/30/2023	1.00	1	100	$100.00		$0.00
Vahe Amirian	3151	CapCo	Abraham Landero	IEP Meeting	10/30/2023	1.50	1.5	100	$150.00		$0.00
Vahe Amirian	3151	CapCo	Georgina Pina Cotto	IEP Meeting	10/31/2023	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3151	CapCo	Aphaea Drymon	Speech Assessment	10/7/2023	10.50	10.5	110	$1,155.00		$0.00
Vanessa Abraham	3151	CapCo	Isa Craig	Speech Assessment	10/14/2023	10.50	10.5	110	$1,155.00		$0.00
Vanessa Abraham	3151	CapCo	Hailey Banuelos	Speech Assessment	10/17/2023	10.50	10.5	110	$1,155.00		$0.00
Vanessa Abraham	3151	CapCo	Roman Armenise	Speech Assessment	10/22/2023	10.50	10.5	110	$1,155.00		$0.00
Vanessa Abraham	3151	CapCo	Eloy Mora	IEP Meeting	10/2/2023	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3151	CapCo	Michael Bayona	IEP Meeting	10/12/2023	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3151	CapCo	Cassandra Kosman	IEP Meeting	10/16/2023	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3151	CapCo	Carlos Bautista Quiroz	IEP Meeting	10/16/2023	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3151	CapCo	Caleb Lamb	IEP Meeting	10/16/2023	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3151	CapCo	Weston Stevens	IEP Meeting	10/16/2023	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3151	CapCo	Joshua Jimenez	IEP Meeting	10/17/2023	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3151	CapCo	Katelynn Cardona	IEP Meeting	10/18/2023	1.25	1.25	100	$125.00		$0.00
Vanessa Abraham	3151	CapCo	Matizen Stevens	IEP Meeting	10/19/2023	2.00	2	100	$200.00		$0.00
Vanessa Abraham	3151	CapCo	Angel Vargas Santamaria	IEP Meeting	10/23/2023	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3151	CapCo	Alexander Mendoza	IEP Meeting	10/24/2023	1.00	1	100	$100.00		$0.00

VERIFIED El Paseo Oct 2023 INV 3151-3156 - Corrected by Alicia.xlsx VERIFIED CAPCO SOCAL

CAPCO

BILLING INVOICE

Invoice #	3151	Bill To:	California Online Public School
Invoice Date:	10/31/2023		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service	Actual	Billable Service	Hourly Fee	Amount Due	Miles	Miles
Vanessa Abraham	3151	CapCo	Liam Spearman	IEP Meeting	10/27/2023	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3151	CapCo	Rudy Torres	IEP Meeting	10/25/2023	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3151	CapCo	Aphaea Drymon	IEP Meeting	10/30/2023	1.00	1	100	$100.00		$0.00
Yvonne Duarte	3151	CapCo	Gavin Cuenca	535 Behavior Student	10/2/2023	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3151	CapCo	Gavin Cuenca	535 Behavior Student	10/4/2023	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3151	CapCo	Gavin Cuenca	535 Behavior Student	10/9/2023	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3151	CapCo	Gavin Cuenca	535 Behavior Student	10/11/2023	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3151	CapCo	Gavin Cuenca	535 Behavior Student	10/16/2023	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3151	CapCo	Gavin Cuenca	535 Behavior Student	10/18/2023	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3151	CapCo	Gavin Cuenca	535 Behavior Student	10/23/2023	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3151	CapCo	Gavin Cuenca	535 Behavior Student	10/30/2023	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3151	CapCo	Gavin Cuenca	IEP Meeting	10/26/2023	1.00	1	100	$100.00		$0.00
				Total for Service:	**Total for Mileage:**		**Total Due:**		$237,490.30	7,691.30	$5,037.80
			Total	$237,490.30	$	5,037.80	$242,528.10				

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

Effectual Educational Consulting Services

BILL TO

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

INVOICE # 11447
DATE 10/31/2023

TERMS Net 30

DESCRIPTION	QTY	RATE	AMOUNT
Romayn Jones - Speech and Language Pathologist: SoCal 10/20/23 1.50 Lilian Fields	1.50	130.00	195.00
Henry Hernandez - Counseling & Guidance: SoCal 10/4/23 0.5 Benjamin Barba 10/4/23 1.38 Benjamin Barba 10/11/23 0.5 Benjamin Barba 10/11/23 1.38 Benjamin Barba 10/18/23 0.5 Benjamin Barba 10/18/23 1.38 Benjamin Barba 10/25/23 0.5 Benjamin Barba 10/25/23 1.38 Benjamin Barba 10/30/23 1 Adrian Christensen 10/04/23 0.50 Kairi Fernandez 10/04/23 1.38 Kairi Fernandez 10/03/23 0.50 Trinity Franco 10/03/23 1.38 Trinity Franco 10/10/23 0.50 Trinity Franco 10/10/23 1.38 Trinity Franco 10/17/23 0.50 Trinity Franco 10/17/23 1.38 Trinity Franco 10/24/23 0.50 Trinity Franco 10/24/23 1.38 Trinity Franco 10/31/23 0.50 Trinity Franco 10/31/23 1.38 Trinity Franco 10/05/23 0.50 Isaiah Gallegos 10/05/23 1.38 Isaiah Gallegos 10/12/23 0.50 Isaiah Gallegos 10/12/23 1.38 Isaiah Gallegos 10/12/23 1.00 Isaiah Gallegos 10/19/23 0.50 Isaiah Gallegos 10/19/23 1.38 Isaiah Gallegos 10/26/23 0.50 Isaiah Gallegos 10/26/23 1.38 Isaiah Gallegos 10/03/23 1.50 Robert Gray	65.66	100.00	6,566.00

DESCRIPTION	QTY	RATE	AMOUNT
10/05/23 0.50 Gillian Gray			
10/05/23 1.38 Gillian Gray			
10/12/23 0.50 Gillian Gray			
10/12/23 1.38 Gillian Gray			
10/19/23 0.50 Gillian Gray			
10/19/23 1.38 Gillian Gray			
10/26/23 0.50 Gillian Gray			
10/26/23 1.38 Gillian Gray			
10/04/23 0.50 Imanuel Hunter Hines			
10/11/23 0.50 Imanuel Hunter Hines			
10/18/23 0.50 Imanuel Hunter Hines			
10/25/23 0.50 Imanuel Hunter Hines			
10/04/23 0.50 Dante Lopez-Garcia			
10/04/23 1.38 Dante Lopez-Garcia			
10/11/23 0.50 Dante Lopez-Garcia			
10/11/23 1.38 Dante Lopez-Garcia			
10/18/23 0.50 Dante Lopez-Garcia			
10/18/23 1.38 Dante Lopez-Garcia			
10/25/23 0.50 Dante Lopez-Garcia			
10/25/23 1.38 Dante Lopez-Garcia			
10/05/23 0.50 Victor Landa			
10/05/23 1.38 Victor Landa			
10/12/23 0.50 Victor Landa			
10/12/23 1.38 Victor Landa			
10/12/23 0.50 Isabel Paulo Cruz			
10/12/23 1.38 Isabel Paulo Cruz			
10/26/23 0.50 Isabel Paulo Cruz			
10/26/23 1.38 Isabel Paulo Cruz			
10/04/23 0.50 Alfredo Pineda			
10/04/23 1.38 Alfredo Pineda			
10/11/23 0.50 Alfredo Pineda			
10/11/23 1.38 Alfredo Pineda			
10/18/23 0.50 Alfredo Pineda			
10/18/23 1.38 Alfredo Pineda			
10/25/23 0.50 Alfredo Pineda			
10/25/23 1.38 Alfredo Pineda			
10/10/23 0.50 Samaria Sova			
10/10/23 1.38 Samaria Sova			
10/24/23 0.50 Samaria Sova			
10/24/23 1.38 Samaria Sova			
Hether Henderson - School Psychologist: SOCAL	1	110.00	110.00
10/31/23 1.00 Lilian Fields			
Michael Block - Individual Counseling: SoCal	23.75	100.00	2,375.00
10/02/23 0.50 Gillian Gray			
10/02/23 2.00 Gillian Gray			
10/06/23 0.50 Angela Bautista-Larios			
10/06/23 2.00 Angela Bautista-Larios			
10/09/23 0.50 Gillian Gray			
10/09/23 1.75 Gillian Gray			
10/13/23 0.50 Angela Bautista-Larios			
10/13/23 1.50 Angela Bautista-Larios			
10/16/23 0.50 Gillian Gray			
10/16/23 2.00 Gillian Gray			

DESCRIPTION	QTY	RATE	AMOUNT
10/20/23 0.50 Angela Bautista-Larios 10/20/23 2.00 Angela Bautista-Larios 10/23/23 0.50 Gillian Gray 10/23/23 1.50 Gillian Gray 10/25/23 0.50 Leanna Zeyla-Crosthwaite 10/25/23 1.00 Leanna Zeyla-Crosthwaite 10/25/23 0.50 Kharisma Dorsett 10/25/23 1.00 Kharisma Dorsett 10/27/23 0.50 Angela Bautista-Larios 10/27/23 1.00 Angela Bautista-Larios 10/30/23 0.50 Gillian Gray 10/30/23 2.50 Gillian Gray			
Cheryl Stein - Adaptive PE services: 10/02/23 0.75 Vincent Holling 10/04/23 0.75 Vincent Holling 10/09/23 0.75 Vincent Holling 10/16/23 0.75 Vincent Holling 10/23/23 0.75 Vincent Holling 10/30/23 0.75 Vincent Holling	4.50	110.00	495.00
Monique Charbonnet - Physical Therapist: SoCal 10/13/23 0.50 Clarissa Sierra 10/13/23 0.50 Clarissa Sierra 10/16/23 0.50 Clarissa Sierra 10/16/23 0.50 Clarissa Sierra 10/20/23 0.50 Clarissa Sierra 10/20/23 0.50 Clarissa Sierra 10/27/23 0.50 Clarissa Sierra 10/27/23 0.50 Clarissa Sierra	4	160.00	640.00
Paul Friedman - School Psychologist: SoCal 10/12/23 15.00 Connor Church	15	110.00	1,650.00
Bevy Escobar - School Nurse: SOCAL 10/27/23 4.00 Aguirre, Veronica 10/18/23 4.00 Church, Connor 10/27/23 4.00 Froese, Koda 10/26/23 4.00 Gevana, Frank William 10/26/23 4.00 Lafontaine, Nathan Romeo 10/27/23 4.00 Neudorfer-Emmel, Cougar 10/27/23 4.00 Sylvester-Burris, Skye	28	110.00	3,080.00
Linda Nguyen - School Psychologist: SOCAL 10/03/23 28.00 Milo Jimenez Larios 5364032 10/18/23 2.00 Benjamin Brown 4540962 10/19/23 24.00 Abel Wesley 4460631	54	110.00	5,940.00
Gary Vierra - Adaptive PE services: SoCal 10/28/23 0.25 Jonathan Tulak 10/28/23 0.50 Jonathan Tulak	0.75	110.00	82.50
Erin Titone - Orthopedic Impairment Specialist: SoCal 10/03/23 0.50 Abby Lightburn 10/16/23 0.50 Abby Lightburn	5	120.00	600.00

DESCRIPTION	QTY	RATE	AMOUNT
10/30/23 2.00 Abby Lightburn 10/31/23 2.00 Abby Lightburn			
Cindy Lopez - Vision Services: SoCal 10/04/23 1.00 Abby Lightburn	1	120.00	120.00
Kathryn Pierson - School Psychologist: SoCal 10/28/23 3.00 Koda Froese-5205359 10/29/23 6.50 Koda Froese-5205359 10/30/23 3.00 Koda Froese-5205359 10/31/23 3.50 Koda Froese-5205359	16	110.00	1,760.00
Keisha Middleton - School Psychologist: Socal 10/23/23 1.50 Destiny McCollough 5527457	1.50	110.00	165.00
Vanessa Smith - Speech and Language Pathologist: SoCal 10/23/23 4.00 Milo Jimenez Larios	4	130.00	520.00
Shannon Ricci - Audiologist: SoCal 10/03/23 1.00 Nathan Pisciotta 10/19/23 2.00 Matizen Stevens 10/31/23 1.00 Nathan Pisciotta	4	118.00	472.00
Sarah Johnson - Adaptive PE services: SoCal 10/10/23 0.50 Irene Bahn 10/11/23 1.25 Irene Bahn 10/02/23 0.50 Jason Butts 10/13/23 0.50 John Bowman 10/25/23 0.50 John Bowman 10/04/23 0.50 Johnny Martinez 10/11/23 0.50 Johnny Martinez 10/04/23 0.50 Niko Gentle 10/11/23 0.50 Niko Gentle 10/18/23 0.50 Niko Gentle 10/25/23 0.50 Niko Gentle	6.25	110.00	687.50
Michael Block - Counseling & Guidance: SoCal 10/13/23 1.00 Johnny Martinez 10/13/23 1.00 Johnny Martinez 10/27/23 0.50 Johnny Martinez 10/27/23 1.50 Johnny Martinez 10/31/23 0.50 Johnny Martinez 10/31/23 2.50 Johnny Martinez 10/06/23 0.50 Johnny Martinez 10/06/23 2.00 Johnny Martinez 10/20/23 0.50 Johnny Martinez 10/20/23 2.00 Johnny Martinez	12	100.00	1,200.00
BAE Therapy - Behavior Intervention Services: SoCal 10/04/23 2.00 Maltida Brothers 3026559 10/11/23 2.00 Maltida Brothers 3026559 10/18/23 2.00 Maltida Brothers 3026559 10/25/23 2.00 Maltida Brothers 3026559	8	100.00	800.00

DESCRIPTION	QTY	RATE	AMOUNT
Artesja Cobb - Occupational Therapist: SoCAL 10/2/2023 1.00 Bryce Adams 10/4/2023 0.50 Bryce Adams 10/11/2023 0.50 Bryce Adams 10/18/2023 0.50 Bryce Adams 10/25/2023 0.50 Bryce Adams 10/4/2023 0.50 Giovanni Dinh 10/11/2023 0.50 Giovanni Dinh 10/17/2023 1.00 Giovanni Dinh 10/18/2023 0.50 Giovanni Dinh 10/25/2023 0.50 Giovanni Dinh 10/4/2023 0.50 Niko Gentle 10/18/2023 0.50 Niko Gentle 10/25/2023 0.50 Niko Gentle 10/2/2023 0.50 Robert Gray 10/3/2023 1.50 Robert Gray	9.50	130.00	1,235.00
Jill Morrison - Behavior Intervention Services: SoCal 10/03/23 0.50 Petra Arteaga 10/03/23 1.20 Petra Arteaga 10/10/23 0.50 Petra Arteaga 10/10/23 1.63 Petra Arteaga 10/17/23 0.50 Petra Arteaga 10/17/23 1.20 Petra Arteaga 10/24/23 0.50 Petra Arteaga 10/24/23 1.63 Petra Arteaga 10/31/23 0.50 Petra Arteaga 10/31/23 1.20 Petra Arteaga	9.36	100.00	936.00
Jill Morrison - Individual Counseling: SoCal 10/03/23 0.50 Anthony Almos 10/03/23 1.20 Anthony Almos 10/10/23 0.50 Anthony Almos 10/10/23 1.62 Anthony Almos 10/17/23 0.50 Anthony Almos 10/17/23 1.20 Anthony Almos 10/24/23 0.50 Anthony Almos 10/24/23 1.62 Anthony Almos 10/31/23 0.50 Anthony Almos 10/31/23 1.20 Anthony Almos 10/02/23 0.50 Ryan Lok 10/02/23 1.20 Ryan Lok 10/09/23 0.50 Ryan Lok 10/09/23 1.63 Ryan Lok 10/16/23 0.50 Ryan Lok 10/16/23 1.20 Ryan Lok 10/23/23 0.50 Ryan Lok 10/23/23 1.63 Ryan Lok 10/30/23 0.50 Ryan Lok 10/30/23 1.20 Ryan Lok 10/03/23 0.50 Shyanna Rivera 10/03/23 1.20 Shyanna Rivera 10/10/23 0.50 Shyanna Rivera 10/10/23 1.62 Shyanna Rivera	28.04	100.00	2,804.00

DESCRIPTION	QTY	RATE	AMOUNT
10/17/23 0.50 Shyanna Rivera 10/17/23 1.20 Shyanna Rivera 10/24/23 0.50 Shyanna Rivera 10/24/23 1.62 Shyanna Rivera			

Thank you for your business.

BALANCE DUE **$32,433.00**

VERIFIED Stanford Oct 2023 SUP DOC 10.31.23 CA Connections Invoice as of 12.18.23 (updated locations, additions).xlsx

Stanford Sierra Youth & Families

8912 Volunteer Lane, Sacramento, CA 95826

School	Direct Hours	Indirect Hours	Total Hours	Hourly Rate	Total Paid
Central Coast	0	0	0	$110.00	$0.00
Central Valley	6.77	99.87	106.63	$110.00	$11,729.67
Monterey Bay	9.18	99.87	109.05	$110.00	$11,995.50
North Bay	0	0	0	$110.00	$0.00
Northern California	9.23	99.87	109.1	$110.00	$12,001.00
SoCal	37.35	99.87	137.22	$110.00	$15,093.83
	62.53	**399.48**	**462**		**$50,820.00**

VERIFIED Stanford Sep 2023 SUP DOC 9.30.23 CA Connections Invoice as of 12.18.23 (updated locations, additions).xlsx

Stanford Sierra Youth & Families

8912 Volunteer Lane, Sacramento, CA 95826

School	Direct Hours	Indirect Hours	Total Hours	Hourly Rate	Total Paid
Central Coast	0	0	0	$110.00	$0.00
Central Valley	6.05	95.53	101.58	$110.00	$11,173.25
Monterey Bay	12.18	95.53	107.71	$110.00	$11,847.92
North Bay	0	0	0	$110.00	$0.00
Northern California	12.6	95.53	108.13	$110.00	$11,893.75
SoCal	28.07	95.53	123.59	$110.00	$13,595.08
	58.9	**382.12**	**441.01**		**$48,510.00**

THE HARTFORD

Billing Company:
Hartford Fire Insurance Company

Bill Date: 01/08/24

Pay The Minimum By The Due Date

Bill Account Number	**17143054**
Due Date	**02/01/24**
Minimum Due	**$55,565.75**
Balance	**$100,011.95**

Your Upcoming Bill Installments

Due Date	Minimum Due*
02/01/24	$55,565.75
05/01/24	$44,454.20

*Includes a $8.00 installment fee. You can avoid installment fees by paying your full balance by the due date.

Need Help?

Visit business.thehartford.com to pay bills, view policy documents, get certificates, and more.

Need Help? Chat online or call us at 1-866-467-8730. We're here Monday - Friday.

Named Insured: CALIFORNIA ONLINE PUBLIC SCHOOLS
Agent: NEWFRONT INSURANCE SERVICES
Agent Phone Number: 1-415-754-3635
For policy changes please contact your agent.

003747 1/2

Important Messages:

- Please make sure to pay the minimum due by the due date on your invoice. Otherwise, you'll be charged a $35.00 late fee.

Billing Details For Your Policies

Policy Number	Policy Type	Policy Period	Policy Status	Bill Plan	Balance	Minimum Due
57WBAD4FAB	Workers Compensation	07/01/23-07/01/24	Active	4 Pay	$100,003.95	$55,557.75
	New Fees				$8.00	$8.00
				TOTALS	$100,011.95	$55,565.75

Pay your bill online at business.thehartford.com. Make a one-time payment, or sign up for Autopay and never worry about missing a payment.

Please detach here and insert with your payment. Write the account number on the check and make payable to The Hartford.

Account Number: **17143054**

Amount Enclosed: _____

Payment Due Date	**02/01/24**
Minimum Due	**$55,565.75**
Balance	**$100,011.95**

Mail Payments To:

The Hartford
P O Box 660916
Dallas, TX 75266-0916

AB 01 003747 35092 H 16 A
CALIFORNIA ONLINE PUBLIC SCHOOLS
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675-4842

6

5717143054475569360000555657500010001195810000

11482709 01/08/24 02 57 17143054 92 NU57

Transactions And Other Charges Since Your Last Bill

Transaction Date	Transaction Detail	Policy Number	Policy Type	Payments and Activity	Billing Fees
12/29/23	Payment Received			-$373.45	
01/08/24	Installment Fee				$8.00

Payments and Activity amount may include premium and surcharges/fees. Please see the Transaction Detail column for complete breakdown.

Ways To Pay Your Bill

- **Pay online** at business.thehartford.com. Some policies may not be available in our automated system.
- **Set up AutoPay** to make automatic payments from your bank account. Never worry about missing a payment. Enroll at business.thehartford.com.
- **Pay by phone** with a one-time payment from your bank account. Call our automated system at 1-866-467-8730. Some policies may not be available in our automated system.
- **Pay by mail** with the enclosed envelope. Include only your bill stub and payment. Allow atleast 10 days for delivery. If you have other correspondence to send, do not send it with your payment. Mail it separately to: The Hartford, 301 Woods Park Drive, Clinton, NY 13323.
- **To mail Overnight/Express** payments, send payments only to: Deluxe - The Hartford Box #916, 3000 Kellway Drive Suite 120, Carrollton, TX 75006.

Payment Rules And Bill Definitions

Payment Application: We will apply payments received in the following order:

- Past due and audit premium on expired or cancelled policies
- Past due premium on active policies
- Past due fees, then
- Current account changes

Alternate payment instructions with your check will not be honored. When you provide a check as payment, you authorize us to either use the information from your check to make a one-time electronic transfer from your bank account or process your payment as a check transaction.

Installment Fee: We charge this fee with each installment, except where prohibited by law.
Late Fee: You will be charged $35.00 when the minimum amount due isn't paid by the due date.
New Fees: The total of all fees assessed on the current bill.
NSF Fee: You will be charged $30.00 if your payment fails because of insufficient funds.
Policy Change (Endorsement): A change to your policy. Depending on what changes, you may end up owing more or less for your coverage.
Policy Credits: Some things, like audit results or endorsement changes, might put a credit back on your account. If your account has a balance, instead of issuing a refund, we use those credits toward your future payments. If your account has an overall credit balance, the refund will be issued to you using the same method you used to make your last payment (Electronic Funds Transfer, credit card or check).

State/Local Surcharges or Fees: Some states or municipalities require us to collect an extra amount on top of your premium.

003747 2/2



INVOICE

TTC4SUCCESS
937 Pearl Drive
San Marcos, CA 92078

tasha@ttc4success.com
+1 (951) 775-4292



Connections

Bill to
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Ship to
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Invoice details
Invoice no.: 1308
Terms: Net 30
Invoice date: 12/19/2023
Due date: 01/18/2024

#	Date	Product or service	SKU	Qty	Rate	Amount
1.		**SPED Services** SoCal Dec. 2023			$34,151.85	$34,151.85
2.		**SPED Services** Northern CA Dec. 2023			$22,406.85	$22,406.85
3.		**SPED Services** North Bay Dec 2023			$1,487.70	$1,487.70
4.		**SPED Services** Monterrey Bay Dec. 2023			$1,970.55	$1,970.55
5.		**SPED Services** Central Coast Dec. 2023			$156.60	$156.60
6.		**SPED Services** Central Valley			$939.60	$939.60

Total **$61,113.15**



BRANDASTIC
IGNITE YOUR POTENTIAL

Brandastic, Inc.
949.899.7340
3857 Birch Street, Suite 271
Newport Beach, CA 92660

Billed To
Julie Colombero
California Online Public Schools
33271 Valle Road
San Juan Capistrano, CA 92675

Date of Issue
01/25/2024

Due Date
02/11/2024

Invoice Number
1206940

Amount Due (USD)
$21,000.00

Description	Rate	Qty	Line Total
CCAS-1 CCAS-1 California Online Public Schools | Revised Marketing Contract | For February	$21,000.00	1	$21,000.00

Subtotal	21,000.00
Tax	0.00
Total	21,000.00
Amount Paid	0.00
Amount Due (USD)	$21,000.00

Terms
If mailing live checks, please use the address noted above. Thank you

PRIVATE POLICY NOTICE: We will NOT share your information. Ever.

Order Form Number: Q2358867
Valid Until: 01/31/2024

Zoom Video Communications Inc. ('Zoom')
55 Almaden Blvd, 6th Floor
San Jose, CA

Billed To	Sold To
Customer: California Connections **Account Legal Name:**California Connections **Contact Name**: Dan Hertzler 33272 Valle Road San Juan Capistrano, California 92675, United States **Email Address**: dhertzler@californiaops.org **Phone**: (+1) 949-401-3987	**Customer**: California Connections **Account Legal Name:**California Connections **Contact Name**: Dan Hertzler 33272 Valle Road San Juan Capistrano, California 92675, United States **Email Address**: dhertzler@californiaops.org **Phone**: (+1) 949-401-3987
Auto Renew: No **Initial Paid Subscription Term:** 24 Month **Paid Period Start Date:** 07/01/2024 **Free Period Start Date:** 01/01/2024	**Billing Method:** Email **Currency:** USD **Payment Term:** Net 30

This Zoom Order Form and any other Order Forms that reference this Order Form are governed by the Zoom Terms of Service found at https://explore.zoom.us/en/terms/ (unless Customer and Zoom have entered a written governing Master Subscription Agreement, in which case such written agreement will govern).

SERVICE	BILLING PERIOD	QUANTITY	PRICE	TOTAL
Zoom One Enterprise Plus Annual	Annual	475	USD 125.00	USD 59,375.00
Zoom Phone US/Canada Unlimited Calling Named User Annual License Type: Z1 ENT/ENT+	Annual	475	USD 43.00	USD 20,425.00
Zoom Phone Monthly Usage - overage fee	Month	NA	NA	NA
Zoom Phone Pay As You Go	Month	1	USD 0.00	USD 0.00
Zoom Contact Center Package Annual	Annual	23	USD 524.40	USD 12,061.20
Zoom Contact Center Monthly Usage - overage fee	Month	NA	NA	NA
Zoom Contact Center Annual Prepay Monthly Usage	Annual	1	USD 1,200.00	USD 1,200.00
Zoom US/Canada Toll-Free Phone Number Annual	Annual	1	USD 48.00	USD 48.00
Zoom Phone US/Canada Phone Numbers Annual	Annual	6	USD 18.00	USD 108.00
Zoom Virtual Agent Monthly Usage - overage fee	Month	NA	USD 1.00	NA
Zoom Virtual Agent Annual - Tier 1(upto 5000 monthly management)	Annual	5000	USD 31,500.00	USD 31,500.00

(Before Taxes) **Annual Payment:**	**USD 124,717.20**

Payment Schedule Summary (Before Taxes)

First Payment: USD 124,717.20

Other Terms & Notes

A Zoom Virtual Agent (ZVA) engagement begins when an End User first sends a message. A ZVA engagement ends either when an End User closes the ZVA message window or following sixty minutes of inactivity.

Special Notes:

Contact Center Named User means a licensed user of the Contact Center Service. A Contact Center Named User license may not be shared or used by anyone other than the individual to whom the license is assigned. Customer may re-assign licenses as needed within their account.

'**Whiteboard Named Host**' means a user of Zoom Whiteboard, licensed hereunder. A Whiteboard Named Host license may not be shared or used by anyone other than the individual to whom the Whiteboard Named Host license is assigned. Customer may reassign licenses as needed within their account. A Whiteboard Named Host may be the owner of an unlimited number of concurrent whiteboard files, with the ability to edit all such files, subject to Customer's cloud storage capacity limits.

An invoice will be issued at the time the Services are activated and payment will be due no later than the first day of the Paid Period unless Customer's payment terms extend beyond that date*, in which case payment will be due in accordance with Customer's payment terms. All subsequent invoices will be due according to Customer's payment terms.
*Payment terms are calculated from service activation date.

Should the customer add services and/or subscription quantities during the Free Period, the customer will be invoiced for any services ordered during the free period which shall be billed as a one-time charge for the duration of the free period starting at the time the amended services are activated. The due date for this invoice will be according to Customer's existing payment terms. Please Note: The invoice may be due prior to the end of the free period.

- Any overages for usage-based products such as Zoom Phone, Zoom Audio and Zoom Contact Center and/or any PAYGO usage during the free period will be invoiced at the contracted rates and invoiced 30 days in arrears.
- Committed monthly minutes not utilized by the customer during that month are not carried forward into the next month. Any usage over the commit amount is billed monthly in arrears.

Zoom Virtual Assistant Self-Service Rate Warranty

Definition. The Self-Service Rate means the total number of end user chatbot engagements where the end user did not request the assistance of a human support person divided by the total number of engagements, expressed as a percentage calculated over a running seven (7) day period (and presented in the ZVA web portal).

Self-Service Rate Warranty. Zoom warrants that the ZVA Services in this Order Form will achieve a Self-Service Rate of at least fifteen (15%) as calculated on the sixtieth (60th) day following the Service Effective Date (the SSR Warranty). If Zoom fails to achieve the SSR Warranty, then Zoom will have an additional thirty (30) day period to address the nonconformity and the Self-Service Rate will be recalculated on the ninetieth (90th) day following the Service Effective Date (Remediation Period).

Termination and Refund Right. If Zoom fails to meet the Self-Service Rate of at least fifteen (15%) percent during the SSR Warranty and any applicable Remediation Period, then Customer will have a one-time right to terminate the ZVA Services and to receive a refund on a prorata basis of any unused and prepaid ZVA subscription Charges or fees (Termination Right).

In order for Customer to exercise the Termination Right, Customer must: (a) first provide Zoom with written notice of the nonconformity on day sixty (60) of the SSR Warranty and on day ninety (90) of the Remediation Period; and (b) provide Zoom with written notice of its intent to terminate on day ninety (90) of the Remediation Period (Termination Conditions).

If (i) Zoom meets the SSR Warranty, including during any required Remediation Period, or (ii) Customer fails to meet any of the Termination Conditions, then in the event of the occurrence of either (i) or (ii), Customer will have no Termination Right under this self-service rate warranty and the Termination Right will be automatically and forever waived.

Exclusions and Charges. Any failure to achieve the SSR Warranty that is caused by Customer or a third party, as determined in Zoom's reasonable discretion, will render this warranty null and void. The termination and refund right solely applies to Customer's ZVA subscription services under this Order Form, and the SSR Warranty does not apply to other Services, future ZVA Services, or other Order Forms. Customer remains responsible for all ZVA subscription term Charges, fees, or other amounts due and owing for the period up to and including the date of any applicable termination under this self-service rate warranty.

Exclusive Remedy. The termination and refund right is Customer's sole and exclusive remedy and Zoom's sole and exclusive obligation for Zoom's failure to meet the SSR Warranty.

Other:

Named Host - means any subscribed host who may host an unlimited number of meetings during the Term using the Service. Any meeting will have at least one Named Host. Unless Customer has purchased an extended capacity, the number of participants (participants do not require a subscription) will not exceed 200 per meeting. Named Host subscription may not be shared or used by anyone other than the individual to whom the Named Host subscription is assigned.

Zoom One Enterprise Plus: Zoom One Enterprise Named Host Plan includes 1000 meeting capacity and sessions 1000 attendee capacity for all named users as well as unlimited Whiteboard, Conference Room Connectors, Zoom rooms, Zoom Phone Pro, Common Area Phone, Power Pack, Customer Managed Key, Translated Captions on a 1 to 1 ratio per named user, Zoom Scheduler, Workspace Reservation, Zoom Notes and Zoom AI Companion.

Country or region availability for Zoom Phone is listed on Zoom's website and is subject to change (see https://explore.zoom.us/docs/en-us/zoomphone/global-coverage.html).

Fees - The fees for the Services, if any, are described in the Order Form. The actual fees may also include overage amounts or per use charges for audio and/or cloud recording in addition to the fees in the Order, if such use is higher than the amounts described in the Order, and you agree to pay these amounts or charges if you incur them. Invoicing for Services begins on the first day that the service is available for use by the Customer and monthly thereafter for the duration Term, except for annual pre-pay option which is invoiced once in the first month of the annual term. Amendment orders will co-term with the existing subscription term end date. Invoices are pro-rated from paid period start date to base subscription end date. Purchase order, if any, issued in connection with this order should reference the above order form number. Commitments not utilized by the Customer during the month for which they are committed may not be carried forward into any subsequent month or term.

All prices shown for Zoom and Zoom Phone services are exclusive of taxes. The term 'taxes' referred herein should encompass: US state and local taxes, VAT, GST, HST (or any other consumption taxes), Digital Service Taxes and Withholding Taxes that may apply upon making payments to Zoom. Regulatory telecommunications fees, such as USF or any similar foreign fee, will apply to Zoom Phone services and details of taxes and fees will be included in issued invoices.

Professional Services, if purchased, will be presented in a separate Order Form.

Zoom Phone Rates

Zoom Phone Table Format: Country | Landline Rate | Mobile Rate | Enabled Status
Y means Zoom Phone for country is Enabled upon provisioning
N means Zoom Phone for country is Not Enabled upon provisioning

Toll-Free Country | Landline Rate | Mobile Rate | Enabled Status	Callout Country | Landline Rate | Mobile Rate | Enabled Status
Not Applicable	ASCENSION ISLAND | 2.7369 $ | 1.5397 $ | Y ANDORRA | 0.2303 $ | 0.5037 $ | Y UNITED ARAB EMIRATES | 0.6532 $ | 0.6532 $ | Y AFGHANISTAN | 0.4527 $ | 0.5451 $ | Y ANTIGUA AND BARBUDA | 1.0212 $ | 1.0486 $ | Y ANGUILLA | 1.044 $ | 1.044 $ | Y ALBANIA | 0.3676 $ | 1.0153 $ | Y ARMENIA | 0.4484 $ | 0.5003 $ | Y NETHERLANDS ANTILLES | 0.284 $ | 0.2176 $ | Y ANGOLA | 0.6883 $ | 0.5872 $ | Y ARGENTINA | 0.1156 $ | 0.5622 $ | Y AMERICAN SAMOA | 0.3268 $ | 0.3268 $ | Y AUSTRIA | 0.0501 $ | 0.2301 $ | Y AUSTRALIA | 0.0444 $ | 0.1821 $ | Y ARUBA | 0.226 $ | 0.4768 $ | Y AZERBAIJAN | 0.6282 $ | 0.76 $ | Y BOSNIA AND HERZEGOVINA | 0.6179 $ | 1.3123 $ | Y BARBADOS | 0.9719 $ | 1.024 $ | Y BANGLADESH | 0.1705 $ | 0.1698 $ | Y BELGIUM | 0.3079 $ | 0.5271 $ | Y BURKINA FASO | 0.8599 $ | 0.9443 $ | Y BULGARIA | 0.1186 $ | 0.8405 $ | Y BAHRAIN | 0.4352 $ | 0.5153 $ | Y BURUNDI | 1.1394 $ | 1.2878 $ | Y BENIN | 0.871 $ | 0.7554 $ | Y BERMUDA | 0.3214 $ | 0.3214 $ | Y BRUNEI DARUSSALAM | 0.2067 $ | 0.0822 $ | Y

BOLIVIA (PLURINATIONAL STATE OF) | 0.5155 $ | 0.80 $ | Y
BONAIRE, SINT EUSTATIUS AND SABA | 0.7028 $ | 0.7028 $ | Y
BRAZIL | 0.0523 $ | 0.2583 $ | Y
BAHAMAS | 0.6275 $ | 0.6275 $ | Y
BHUTAN | 0.1825 $ | 0.1486 $ | Y
BOTSWANA | 0.4356 $ | 0.9398 $ | Y
BELARUS | 0.9584 $ | 0.9605 $ | Y
BELIZE | 1.5329 $ | 1.5329 $ | Y
CANADA | 0.0357 $ | 0.0357 $ | Y
COCOS (KEELING) ISLANDS | 0.4552 $ | 0 $ | Y
CONGO, DEMOCRATIC REPUBLIC OF THE | 1.2532 $ | 1.0274 $ | Y
CENTRAL AFRICAN REPUBLIC | 1.5868 $ | 1.1731 $ | Y
SWITZERLAND | 0.3694 $ | 0.701 $ | Y
COTE D'IVOIRE | 0.9687 $ | 1.0315 $ | Y
COOK ISLANDS | 2.3113 $ | 1.9082 $ | Y
CHILE | 0.1133 $ | 0.5308 $ | Y
CAMEROON | 0.5945 $ | 0.7493 $ | Y
CHINA | 0.0396 $ | 0.0396 $ | Y
COLOMBIA | 0.1172 $ | 0.1004 $ | Y
COSTA RICA | 0.1229 $ | 0.3136 $ | Y
CABO VERDE | 0.7695 $ | 0.523 $ | Y
CURAÇAO | 0.2813 $ | 0.7028 $ | Y
CHRISTMAS ISLAND | 0.4552 $ | 0 $ | Y
CYPRUS | 0.0954 $ | 0.2861 $ | Y
CZECHIA | 0.1131 $ | 0.2347 $ | Y
GERMANY | 0.0353 $ | 0.1434 $ | Y
DIEGO GARCIA | 0.6295 $ | 0.6295 $ | Y
DJIBOUTI | 1.0429 $ | 0.8276 $ | Y
DENMARK | 0.0325 $ | 0.1407 $ | Y
DOMINICA | 1.0224 $ | 0.7725 $ | Y
DOMINICAN REPUBLIC | 0.1716 $ | 0.3824 $ | Y
ALGERIA | 0.3774 $ | 2.1167 $ | Y
ECUADOR | 0.5394 $ | 0.7572 $ | Y
ESTONIA | 2.1376 $ | 2.0887 $ | Y
EGYPT | 0.4327 $ | 0.6225 $ | Y
WESTERN SAHARA | 0.5182 $ | 0 $ | Y
ERITREA | 1.016 $ | 0.5899 $ | Y
SPAIN | 0.0382 $ | 0.1832 $ | Y
ETHIOPIA | 0.5827 $ | 0.5501 $ | Y
FINLAND | 0.8581 $ | 0.864 $ | Y
FIJI | 1.5033 $ | 0.7629 $ | Y
FALKLAND ISLANDS (MALVINAS) | 2.8468 $ | 2.8468 $ | Y
MICRONESIA (FEDERATED STATES OF) | 1.2557 $ | 1.2015 $ | Y
FAROE ISLANDS | 0.2217 $ | 0.043 $ | Y
FRANCE | 0.0328 $ | 0.1259 $ | Y
GABON | 0.9033 $ | 1.0008 $ | Y
UNITED KINGDOM | 0.0234 $ | 0.0683 $ | Y
GRENADA | 1.0196 $ | 1.2755 $ | Y
GEORGIA | 0.8423 $ | 1.1831 $ | Y
FRENCH GUIANA | 0.2963 $ | 0.175 $ | Y
GUERNSEY | 0.0234 $ | 0.0683 $ | Y
GHANA | 1.1364 $ | 1.1364 $ | Y
GIBRALTAR | 0.2328 $ | 0.9395 $ | Y
GREENLAND | 1.626 $ | 0.467 $ | Y
GAMBIA | 0.9607 $ | 1.1583 $ | Y
GUINEA | 1.6788 $ | 1.3203 $ | Y
GUADELOUPE,SAINT-MARTIN (FRENCH) AND SAINT BARTHÉLEMY | 0.0396 $ | 0.1477 $ | Y
EQUATORIAL GUINEA | 2.7396 $ | 2.7396 $ | Y
GREECE | 0.091 $ | 0.3357 $ | Y
GUATEMALA | 0.6252 $ | 0.7811 $ | Y
GUAM | 0.041 $ | 0.041 $ | Y
GUINEA-BISSAU | 1.2941 $ | 1.4371 $ | Y
GUYANA | 0.4821 $ | 0.4752 $ | Y
HONG KONG SAR | 0.0863 $ | 0.1331 $ | Y
HONDURAS | 0.2681 $ | 0.3343 $ | Y
CROATIA | 0.4579 $ | 1.2507 $ | Y
HAITI | 0.5103 $ | 0.6421 $ | Y
HUNGARY | 0.1211 $ | 0.2155 $ | Y
INDONESIA | 0.1486 $ | 0.2403 $ | Y
IRELAND | 0.0255 $ | 0.178 $ | Y
ISRAEL | 0.0637 $ | 0.1161 $ | Y
ISLE OF MAN | 0.0234 $ | 0.0683 $ | Y
INDIA | 0.0915 $ | 0.0838 $ | Y
IRAQ | 0.3494 $ | 0.4279 $ | Y
ICELAND | 0.231 $ | 0.1052 $ | Y
ITALY | 0.0337 $ | 0.2174 $ | Y
JERSEY | 0.0234 $ | 0.0683 $ | Y

JAMAICA | 1.044 $ | 1.044 $ | Y
JORDAN | 0.6553 $ | 0.8567 $ | Y
JAPAN | 0.0603 $ | 0.1368 $ | Y
KENYA | 0.9338 $ | 0.7235 $ | Y
KYRGYZSTAN | 0.3109 $ | 0.488 $ | Y
CAMBODIA | 0.3498 $ | 0.3498 $ | Y
KIRIBATI | 2.7863 $ | 3.142 $ | Y
COMOROS | 0.9568 $ | 1.0333 $ | Y
SAINT KITTS AND NEVIS | 0.9286 $ | 0.9286 $ | Y
KOREA, REPUBLIC OF | 0.1031 $ | 0.1031 $ | Y
KUWAIT | 0.3626 $ | 0.3626 $ | Y
CAYMAN ISLANDS | 0.7256 $ | 0.4934 $ | Y
KAZAKHSTAN | 0.3587 $ | 0.6848 $ | Y
LAO PEOPLE'S DEMOCRATIC REPUBLIC | 0.4181 $ | 0.2183 $ | Y
LEBANON | 0.2847 $ | 0.3478 $ | Y
SAINT LUCIA | 0.958 $ | 0.5276 $ | Y
LIECHTENSTEIN | 0.6118 $ | 0.3086 $ | Y
SRI LANKA | 0.6955 $ | 0.6955 $ | Y
LIBERIA | 1.12 $ | 1.1089 $ | Y
LESOTHO | 1.1344 $ | 1.6663 $ | Y
LITHUANIA | 1.839 $ | 1.4787 $ | Y
LUXEMBOURG | 0.3564 $ | 0.3828 $ | Y
LATVIA | 2.1199 $ | 2.484 $ | Y
LIBYA | 0.8924 $ | 0.6505 $ | Y
MOROCCO | 0.5182 $ | 2.1317 $ | Y
MONACO | 0.8021 $ | 2.1249 $ | Y
MOLDOVA, REPUBLIC OF | 0.676 $ | 0.7217 $ | Y
MONTENEGRO | 0.5112 $ | 1.2368 $ | Y
MADAGASCAR | 1.4516 $ | 1.5752 $ | Y
MARSHALL ISLANDS | 0.5858 $ | 0.5858 $ | Y
NORTH MACEDONIA | 0.66 $ | 1.5051 $ | Y
MALI | 0.8046 $ | 0.9052 $ | Y
MYANMAR | 0.3733 $ | 0.5144 $ | Y
MONGOLIA | 0.102 $ | 0.0733 $ | Y
MACAU SAR | 0.4727 $ | 0.4727 $ | Y
NORTHERN MARIANA ISLANDS | 0.0341 $ | 0.0341 $ | Y
MARTINIQUE | 0.0687 $ | 0.1504 $ | Y
MAURITANIA | 1.2557 $ | 1.4548 $ | Y
MONTSERRAT | 1.2004 $ | 1.2004 $ | Y
MALTA | 0.333 $ | 0.6614 $ | Y
MAURITIUS | 0.7172 $ | 0.6366 $ | Y
MALDIVES | 5.7016 $ | 5.7016 $ | Y
MALAWI | 1.1512 $ | 0.9794 $ | Y
MEXICO | 0.0503 $ | 0.1712 $ | Y
MALAYSIA | 0.1001 $ | 0.092 $ | Y
MOZAMBIQUE | 0.3942 $ | 0.6628 $ | Y
NAMIBIA | 0.3104 $ | 0.2672 $ | Y
NEW CALEDONIA | 1.4091 $ | 0.65 $ | Y
NIGER | 1.0265 $ | 0.8524 $ | Y
NORFOLK ISLAND | 3.0653 $ | 1.5397 $ | Y
NIGERIA | 0.6427 $ | 0.6427 $ | Y
NICARAGUA | 0.2763 $ | 0.508 $ | Y
NETHERLANDS | 0.0913 $ | 0.4454 $ | Y
NORWAY | 0.0339 $ | 0.152 $ | Y
NEPAL | 0.533 $ | 0.533 $ | Y
NAURU | 2.6825 $ | 2.9276 $ | Y
NIUE | 2.5956 $ | 1.905 $ | Y
NEW ZEALAND | 0.0567 $ | 0.2556 $ | Y
OMAN | 0.5335 $ | 1.1353 $ | Y
PANAMA | 0.0485 $ | 0.9942 $ | Y
PERU | 0.0485 $ | 0.1473 $ | Y
FRENCH POLYNESIA | 0.5952 $ | 0.7716 $ | Y
PAPUA NEW GUINEA | 1.3626 $ | 1.9264 $ | Y
PHILIPPINES | 0.5808 $ | 0.7074 $ | Y
PAKISTAN | 0.5731 $ | 0.5731 $ | Y
POLAND | 0.0394 $ | 0.3728 $ | Y
SAINT PIERRE AND MIQUELON | 0.8414 $ | 0.8414 $ | Y
PUERTO RICO | 0.0244 $ | 0.0244 $ | Y
PALESTINE, STATE OF | 0.386 $ | 0.4516 $ | Y
PORTUGAL | 0.0257 $ | 0.1545 $ | Y
PALAU | 0.6559 $ | 0.6391 $ | Y
PARAGUAY | 0.1532 $ | 0.297 $ | Y
QATAR | 0.8433 $ | 0.8783 $ | Y
RÉUNION | 0.3569 $ | 0.6072 $ | Y
ROMANIA | 0.0815 $ | 0.2815 $ | Y
SERBIA | 0.4242 $ | 0.6421 $ | Y
RUSSIAN FEDERATION | 0.1052 $ | 0.8892 $ | Y
RWANDA | 1.1025 $ | 1.2493 $ | Y
SAUDI ARABIA | 0.3751 $ | 0.561 $ | Y
SOLOMON ISLANDS | 1.4091 $ | 2.7822 $ | Y
SEYCHELLES | 1.6025 $ | 1.5586 $ | Y

	SWEDEN | 0.0237 $ | 0.0958 $ | Y SINGAPORE | 0.033 $ | 0.0335 $ | Y SAINT HELENA, ASCENSION AND TRISTAN DA CUNHA | 3.506 $ | 3.3783 $ | Y SLOVENIA | 0.1855 $ | 1.1225 $ | Y SLOVAKIA | 0.0699 $ | 0.4764 $ | Y SIERRA LEONE | 1.2195 $ | 1.123 $ | Y SAN MARINO | 1.2909 $ | 0.4557 $ | Y SENEGAL | 1.0517 $ | 1.2941 $ | Y SOMALIA | 1.1407 $ | 1.1216 $ | Y SURINAME | 0.2895 $ | 0.6562 $ | Y SOUTH SUDAN | 0.9464 $ | 1.0374 $ | Y SAO TOME AND PRINCIPE | 2.3085 $ | 2.2749 $ | Y EL SALVADOR | 0.8291 $ | 0.6227 $ | Y SINT MAARTEN (DUTCH PART) | 0.4138 $ | 0.4682 $ | Y ESWATINI | 0.3321 $ | 0.386 $ | Y TURKS AND CAICOS ISLANDS | 1.4107 $ | 1.6547 $ | Y CHAD | 1.1999 $ | 1.2381 $ | Y FRENCH SOUTHERN TERRITORIES | 0.0346 $ | 0.2328 $ | Y TOGO | 0.7351 $ | 0.6819 $ | Y THAILAND | 0.1272 $ | 0.1272 $ | Y TAJIKISTAN | 0.3771 $ | 0.4079 $ | Y TOKELAU | 1.4091 $ | 3.5465 $ | Y TIMOR-LESTE | 1.4091 $ | 1.3399 $ | Y TURKMENISTAN | 0.6295 $ | 0.6295 $ | Y TUNISIA | 1.771 $ | 1.819 $ | Y TONGA | 2.1194 $ | 2.1863 $ | Y TURKEY | 0.2267 $ | 0.5802 $ | Y TRINIDAD AND TOBAGO | 0.5073 $ | 0.6434 $ | Y TAIWAN, CHINA | 0.0742 $ | 0.4131 $ | Y TANZANIA, UNITED REPUBLIC OF | 1.61 $ | 1.61 $ | Y UKRAINE | 0.5868 $ | 1.0756 $ | Y UGANDA | 1.6082 $ | 1.6082 $ | Y UNITED STATES MINOR OUTLYING ISLANDS | 0.0341 $ | 0.0341 $ | Y UNITED STATES OF AMERICA | 0.0319 $ | 0.0319 $ | Y URUGUAY | 0.2285 $ | 0.8433 $ | Y UZBEKISTAN | 0.3045 $ | 0.3045 $ | Y HOLY SEE (VATICAN CITY) | 0.0082 $ | 0 $ | Y SAINT VINCENT AND THE GRENADINES | 0.9716 $ | 0.5278 $ | Y VENEZUELA (BOLIVARIAN REPUBLIC OF) | 0.0519 $ | 0.2809 $ | Y VIRGIN ISLANDS (BRITISH) | 0.4552 $ | 0.4552 $ | Y VIRGIN ISLANDS (U.S.) | 0.9646 $ | 1.5306 $ | Y VIET NAM | 0.3143 $ | 0.3143 $ | Y VANUATU | 1.9162 $ | 2.1524 $ | Y WALLIS AND FUTUNA | 1.4091 $ | 1.4091 $ | Y SAMOA | 0.4821 $ | 1.3863 $ | Y YEMEN | 0.4183 $ | 0.3325 $ | Y MAYOTTE | 0.3569 $ | 0.6072 $ | Y SOUTH AFRICA | 0.3846 $ | 0.6878 $ | Y ZAMBIA | 1.0802 $ | 1.0231 $ | Y ZIMBABWE | 0.4941 $ | 0.9245 $ | Y

Zoom Contact Center Rates

Zoom Contact Center Table Format: Country | Landline Rate | Mobile Rate | Enabled Status
Y means audio for country is Enabled upon provisioning
N means audio for country is Not Enabled upon provisioning

Toll-Free Country | Landline Rate | Mobile Rate | Enabled Status	Virtual Service Phone Number Call-In Country | Landline Rate | Mobile Rate | Enabled Status	Callout Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status
AUSTRALIA | 0.0409 $ | 0.0438 $ | Y CANADA | 0.0242 $ | 0.0242 $ | Y SWITZERLAND | 0.2743 $ | 1.3716 $ | Y CZECHIA | 0.0699 $ | 0.0699 $ | Y DENMARK | 0.037 $ | 1.0761 $ | Y SPAIN | 0.0582 $ | 0.8106 $ | Y FINLAND | 0.1645 $ | 0.3771 $ | Y UNITED KINGDOM | 0.0242 $ | 0.0242 $ | Y GREECE | 0.0385 $ | 1.4356 $ | Y CROATIA | 0.1078 $ | 0.583 $ | Y HUNGARY | 0.0699 $ | 0.2206 $ | Y IRELAND | 0.0843 $ | 0.5692 $ | Y LITHUANIA | 0.3172 $ | 0.3172 $ | Y	Not Applicable	ASCENSION ISLAND | 1.8031 $ | 1.0138 $ | 3.0501 $ | Y ANDORRA | 0.1513 $ | 0.3313 $ | 0.6711 $ | Y UNITED ARAB EMIRATES | 0.4216 $ | 0.4216 $ | Y AFGHANISTAN | 0.2974 $ | 0.3585 $ | Y ANTIGUA AND BARBUDA | 0.6592 $ | 0.6765 $ | Y ANGUILLA | 0.6737 $ | 0.6737 $ | Y ALBANIA | 0.2412 $ | 0.6688 $ | 1.1548 $ | Y ARMENIA | 0.2949 $ | 0.3289 $ | 0.4855 $ | Y NETHERLANDS ANTILLES | 0.1862 $ | 0.1428 $ | 0.4761 $ | Y

LUXEMBOURG | 0.0943 $ | 0.4455 $ | Y
NETHERLANDS | 0.2206 $ | 0.7343 $ | Y
NEW ZEALAND | 0.0406 $ | 0.294 $ | Y
POLAND | 0.3231 $ | 0.3231 $ | Y
ROMANIA | 0.1527 $ | 0.3378 $ | Y
SWEDEN | 0.0382 $ | 0.24 $ | Y
SLOVENIA | 0.1665 $ | 0.4282 $ | Y
SLOVAKIA | 0.3143 $ | 0.981 $ | Y
UNITED STATES OF AMERICA | 0.0242 $ | 0.0242 $ | Y

ANGOLA | 0.444 $ | 0.3788 $ | Y
ARGENTINA | 0.0746 $ | 0.3628 $ | Y
AMERICAN SAMOA | 0.2108 $ | 0.2108 $ | Y
AUSTRIA | 0.0323 $ | 0.1484 $ | 0.9743 $ | Y
AUSTRALIA | 0.0286 $ | 0.1174 $ | Y
ARUBA | 0.1483 $ | 0.3136 $ | 0.9281 $ | Y
AZERBAIJAN | 0.4131 $ | 0.5003 $ | 0.5998 $ | Y
BOSNIA AND HERZEGOVINA | 0.3985 $ | 0.8471 $ | Y
BARBADOS | 0.6271 $ | 0.6605 $ | Y
BANGLADESH | 0.1099 $ | 0.1095 $ | Y
BELGIUM | 0.1987 $ | 0.3401 $ | 1.2688 $ | Y
BURKINA FASO | 0.5658 $ | 0.6218 $ | Y
BULGARIA | 0.0765 $ | 0.5423 $ | Y
BAHRAIN | 0.281 $ | 0.3325 $ | Y
BURUNDI | 0.7501 $ | 0.8479 $ | 1.0842 $ | Y
BENIN | 0.5731 $ | 0.4972 $ | Y
BERMUDA | 0.2075 $ | 0.2075 $ | Y
BRUNEI DARUSSALAM | 0.1356 $ | 0.0532 $ | 0.4855 $ | Y
BOLIVIA (PLURINATIONAL STATE OF) | 0.3326 $ | 0.5163 $ | Y
BRAZIL | 0.0338 $ | 0.1666 $ | Y
BAHAMAS | 0.405 $ | 0.405 $ | Y
BHUTAN | 0.1197 $ | 0.0976 $ | 0.4855 $ | Y
BOTSWANA | 0.2813 $ | 0.6063 $ | Y
BELARUS | 0.631 $ | 0.6322 $ | 1.5864 $ | Y
BELIZE | 0.989 $ | 0.989 $ | Y
CANADA | 0.0229 $ | 0.0229 $ | Y
CONGO, DEMOCRATIC REPUBLIC OF THE | 0.8253 $ | 0.6767 $ | 3.1751 $ | Y
CENTRAL AFRICAN REPUBLIC | 1.0444 $ | 0.773 $ | Y
SWITZERLAND | 0.2383 $ | 0.4523 $ | 0.9834 $ | Y
COTE D'IVOIRE | 0.6378 $ | 0.6786 $ | 2.1587 $ | Y
COOK ISLANDS | 1.5224 $ | 1.257 $ | Y
CHILE | 0.073 $ | 0.3425 $ | Y
CAMEROON | 0.391 $ | 0.493 $ | 2.9721 $ | Y
CHINA | 0.0255 $ | 0.0255 $ | Y
COLOMBIA | 0.0755 $ | 0.0647 $ | Y
COSTA RICA | 0.0794 $ | 0.2025 $ | Y
CABO VERDE | 0.5061 $ | 0.3439 $ | 1.0138 $ | Y
CYPRUS | 0.0615 $ | 0.1846 $ | Y
CZECHIA | 0.0729 $ | 0.1515 $ | Y
GERMANY | 0.0228 $ | 0.0925 $ | 0.6864 $ | Y
DIEGO GARCIA | 0.4141 $ | 0.4141 $ | 0.4855 $ | Y
DJIBOUTI | 0.6868 $ | 0.5443 $ | 1.0138 $ | Y
DENMARK | 0.0211 $ | 0.0906 $ | 0.5461 $ | Y
DOMINICA | 0.6598 $ | 0.4985 $ | Y
DOMINICAN REPUBLIC | 0.1107 $ | 0.2467 $ | Y
ALGERIA | 0.2434 $ | 1.3656 $ | Y
ECUADOR | 0.3479 $ | 0.4885 $ | Y
ESTONIA | 1.3794 $ | 1.3478 $ | Y
EGYPT | 0.2791 $ | 0.4017 $ | Y
ERITREA | 0.6691 $ | 0.3882 $ | 1.0138 $ | Y
SPAIN | 0.0246 $ | 0.1182 $ | 0.6068 $ | Y
ETHIOPIA | 0.3834 $ | 0.362 $ | 0.9709 $ | Y
FINLAND | 0.5538 $ | 0.5574 $ | Y
FIJI | 0.9702 $ | 0.4923 $ | Y
FALKLAND ISLANDS (MALVINAS) | 1.8754 $ | 1.8754 $ | Y
MICRONESIA (FEDERATED STATES OF) | 0.8268 $ | 0.7908 $ | Y
FAROE ISLANDS | 0.1451 $ | 0.0275 $ | 0.871 $ | Y
FRANCE | 0.0212 $ | 0.0813 $ | 0.8235 $ | Y
GABON | 0.5946 $ | 0.6588 $ | Y
UNITED KINGDOM | 0.015 $ | 0.044 $ | Y
GRENADA | 0.6578 $ | 0.8231 $ | Y
GEORGIA | 0.5436 $ | 0.7634 $ | Y
FRENCH GUIANA | 0.1945 $ | 0.1147 $ | 0.2538 $ | Y
GUERNSEY | 0.015 $ | 0.044 $ | Y
GHANA | 0.7333 $ | 0.7333 $ | Y
GIBRALTAR | 0.1506 $ | 0.6062 $ | Y
GREENLAND | 1.0709 $ | 0.3073 $ | Y
GAMBIA | 0.6323 $ | 0.7625 $ | Y
GUINEA | 1.1059 $ | 0.8697 $ | 1.5377 $ | Y
GUADELOUPE | 0.0253 $ | 0.0969 $ | 0.7639 $ | Y
EQUATORIAL GUINEA | 1.7676 $ | 1.7676 $ | Y
GREECE | 0.0588 $ | 0.2166 $ | Y
GUATEMALA | 0.4032 $ | 0.504 $ | Y
GUAM | 0.0264 $ | 0.0264 $ | Y
GUINEA-BISSAU | 0.852 $ | 0.9463 $ | Y
GUYANA | 0.317 $ | 0.3124 $ | 0.4703 $ | Y
HONG KONG SAR | 0.0557 $ | 0.086 $ | Y
HONDURAS | 0.1758 $ | 0.2194 $ | 0.4045 $ | Y
CROATIA | 0.2955 $ | 0.8071 $ | Y
HAITI | 0.3362 $ | 0.4224 $ | 1.3158 $ | Y

HUNGARY | 0.078 $ | 0.1591 $ | Y
INDONESIA | 0.0959 $ | 0.1553 $ | Y
IRELAND | 0.0165 $ | 0.1151 $ | Y
ISRAEL | 0.0412 $ | 0.0749 $ | Y
ISLE OF MAN | 0.015 $ | 0.044 $ | Y
INDIA | 0.059 $ | 0.054 $ | Y
IRAQ | 0.2293 $ | 0.2813 $ | 0.7579 $ | Y
ICELAND | 0.1487 $ | 0.068 $ | Y
ITALY | 0.0218 $ | 0.1401 $ | 0.546 $ | Y
JERSEY | 0.015 $ | 0.044 $ | Y
JAMAICA | 0.6737 $ | 0.6737 $ | Y
JORDAN | 0.4227 $ | 0.5527 $ | Y
JAPAN | 0.0388 $ | 0.0884 $ | Y
KENYA | 0.6027 $ | 0.4668 $ | Y
KYRGYZSTAN | 0.2038 $ | 0.3205 $ | 1.0233 $ | Y
CAMBODIA | 0.2256 $ | 0.2256 $ | Y
KIRIBATI | 1.8356 $ | 2.0702 $ | Y
COMOROS | 0.6299 $ | 0.6804 $ | Y
SAINT KITTS AND NEVIS | 0.5995 $ | 0.5995 $ | Y
KOREA, REPUBLIC OF | 0.0664 $ | 0.0664 $ | Y
KUWAIT | 0.2339 $ | 0.2339 $ | Y
CAYMAN ISLANDS | 0.4683 $ | 0.3183 $ | Y
KAZAKHSTAN | 0.2314 $ | 0.4421 $ | Y
LAO PEOPLE'S DEMOCRATIC REPUBLIC | 0.2746 $ | 0.1431 $ | 0.4855 $ | Y
LEBANON | 0.187 $ | 0.2286 $ | 0.3268 $ | Y
SAINT LUCIA | 0.6181 $ | 0.3404 $ | Y
LIECHTENSTEIN | 0.4032 $ | 0.2028 $ | 0.9782 $ | Y
SRI LANKA | 0.4486 $ | 0.4486 $ | Y
LIBERIA | 0.7372 $ | 0.7299 $ | 1.3476 $ | Y
LESOTHO | 0.7468 $ | 1.0975 $ | 3.4138 $ | Y
LITHUANIA | 1.1867 $ | 0.9542 $ | Y
LUXEMBOURG | 0.2298 $ | 0.2472 $ | Y
LATVIA | 1.3679 $ | 1.6027 $ | Y
LIBYA | 0.5872 $ | 0.4281 $ | 1.0138 $ | Y
MOROCCO | 0.3344 $ | 1.3755 $ | Y
MONACO | 0.5176 $ | 1.3708 $ | Y
MOLDOVA, REPUBLIC OF | 0.4448 $ | 0.4752 $ | 1.0183 $ | Y
MONTENEGRO | 0.3366 $ | 0.8146 $ | 0.8104 $ | Y
MADAGASCAR | 0.956 $ | 1.0377 $ | 1.4392 $ | Y
MARSHALL ISLANDS | 0.3852 $ | 0.3852 $ | 1.0138 $ | Y
NORTH MACEDONIA | 0.4259 $ | 0.9711 $ | Y
MALI | 0.5294 $ | 0.5957 $ | 1.0138 $ | Y
MYANMAR | 0.2451 $ | 0.338 $ | Y
MONGOLIA | 0.0666 $ | 0.0476 $ | 0.249 $ | Y
MACAU SAR | 0.3049 $ | 0.3049 $ | Y
NORTHERN MARIANA ISLANDS | 0.0221 $ | 0.0221 $ | Y
MARTINIQUE | 0.0443 $ | 0.0984 $ | 0.6025 $ | Y
MAURITANIA | 0.827 $ | 0.9581 $ | 1.2139 $ | Y
MONTSERRAT | 0.7746 $ | 0.7746 $ | Y
MALTA | 0.2149 $ | 0.4266 $ | Y
MAURITIUS | 0.4626 $ | 0.4105 $ | Y
MALDIVES | 3.6787 $ | 3.6787 $ | Y
MALAWI | 0.7581 $ | 0.6444 $ | 1.0138 $ | Y
MEXICO | 0.0323 $ | 0.1104 $ | Y
MALAYSIA | 0.0646 $ | 0.0592 $ | Y
MOZAMBIQUE | 0.2591 $ | 0.4368 $ | 1.1363 $ | Y
NAMIBIA | 0.2036 $ | 0.1751 $ | 0.7282 $ | Y
NEW CALEDONIA | 0.9281 $ | 0.4275 $ | 1.0138 $ | Y
NIGER | 0.676 $ | 0.5612 $ | 2.3755 $ | Y
NORFOLK ISLAND | 2.0188 $ | 1.0138 $ | Y
NIGERIA | 0.4147 $ | 0.4147 $ | Y
NICARAGUA | 0.1811 $ | 0.3339 $ | 0.53 $ | Y
NETHERLANDS | 0.0589 $ | 0.2873 $ | 1.3001 $ | Y
NORWAY | 0.0218 $ | 0.0982 $ | Y
NEPAL | 0.3438 $ | 0.3438 $ | Y
NAURU | 1.7669 $ | 1.9285 $ | Y
NIUE | 1.7101 $ | 1.2547 $ | Y
NEW ZEALAND | 0.0366 $ | 0.1649 $ | Y
OMAN | 0.3442 $ | 0.7324 $ | Y
PANAMA | 0.0313 $ | 0.6413 $ | Y
PERU | 0.0314 $ | 0.0952 $ | Y
FRENCH POLYNESIA | 0.3913 $ | 0.508 $ | 2.108 $ | Y
PAPUA NEW GUINEA | 0.8974 $ | 1.2688 $ | Y
PHILIPPINES | 0.3747 $ | 0.4564 $ | Y
PAKISTAN | 0.3701 $ | 0.3701 $ | Y
POLAND | 0.088 $ | 0.2405 $ | Y
SAINT PIERRE AND MIQUELON | 0.5536 $ | 0.5536 $ | 1.0709 $ | Y
PUERTO RICO | 0.0156 $ | 0.0156 $ | Y
PALESTINE, STATE OF | 0.2539 $ | 0.2968 $ | Y
PORTUGAL | 0.0168 $ | 0.0997 $ | 0.6031 $ | Y

PALAU | 0.4314 $ | 0.4205 $ | Y
PARAGUAY | 0.0988 $ | 0.1917 $ | Y
QATAR | 0.544 $ | 0.5667 $ | Y
ROMANIA | 0.0524 $ | 0.1816 $ | Y
SERBIA | 0.2788 $ | 0.4224 $ | 0.6671 $ | Y
RUSSIAN FEDERATION | 0.068 $ | 0.5737 $ | Y
RWANDA | 0.7116 $ | 0.8063 $ | Y
SAUDI ARABIA | 0.2419 $ | 0.3618 $ | Y
SOLOMON ISLANDS | 0.9281 $ | 1.8328 $ | Y
SEYCHELLES | 1.0555 $ | 1.0265 $ | 1.9648 $ | Y
SWEDEN | 0.0151 $ | 0.0617 $ | 0.5841 $ | Y
SINGAPORE | 0.0212 $ | 0.0216 $ | Y
SAINT HELENA, ASCENSION AND TRISTAN DA CUNHA | 2.3099 $ | 2.2259 $ | Y
SLOVENIA | 0.1197 $ | 0.7244 $ | Y
SLOVAKIA | 0.0452 $ | 0.3076 $ | Y
SIERRA LEONE | 0.8033 $ | 0.7398 $ | 0.9399 $ | Y
SAN MARINO | 0.8499 $ | 0.2997 $ | Y
SENEGAL | 0.6923 $ | 0.852 $ | 1.5128 $ | Y
SOMALIA | 0.7509 $ | 0.739 $ | 1.0213 $ | Y
SURINAME | 0.19 $ | 0.4315 $ | 0.8093 $ | Y
SOUTH SUDAN | 0.6227 $ | 0.6828 $ | Y
SAO TOME AND PRINCIPE | 1.5207 $ | 1.4982 $ | Y
EL SALVADOR | 0.5351 $ | 0.4018 $ | Y
SINT MAARTEN (DUTCH PART) | 0.2669 $ | 0.3018 $ | Y
ESWATINI | 0.2183 $ | 0.2538 $ | 0.391 $ | Y
TURKS AND CAICOS ISLANDS | 0.9103 $ | 1.0675 $ | Y
CHAD | 0.7901 $ | 0.8153 $ | 1.043 $ | Y
FRENCH SOUTHERN TERRITORIES | 0.0219 $ | 0.1524 $ | Y
TOGO | 0.4835 $ | 0.4485 $ | Y
THAILAND | 0.082 $ | 0.082 $ | Y
TAJIKISTAN | 0.2478 $ | 0.2682 $ | 2.1785 $ | Y
TOKELAU | 0.9281 $ | 2.3363 $ | Y
TIMOR-LESTE | 0.9281 $ | 0.8823 $ | Y
TURKMENISTAN | 0.4141 $ | 0.4141 $ | 0.4855 $ | Y
TUNISIA | 1.1664 $ | 1.198 $ | 3.7121 $ | Y
TONGA | 1.3957 $ | 1.4402 $ | Y
TURKEY | 0.1465 $ | 0.3744 $ | Y
TRINIDAD AND TOBAGO | 0.3274 $ | 0.415 $ | Y
TAIWAN, CHINA | 0.0478 $ | 0.2664 $ | Y
TANZANIA, UNITED REPUBLIC OF | 1.0389 $ | 1.0389 $ | Y
UKRAINE | 0.3786 $ | 0.6939 $ | Y
UGANDA | 1.0378 $ | 1.0378 $ | Y
UNITED STATES MINOR OUTLYING ISLANDS | 0.0221 $ | 0.0221 $ | Y
UNITED STATES OF AMERICA | 0.0205 $ | 0.0205 $ | Y
URUGUAY | 0.1474 $ | 0.544 $ | Y
UZBEKISTAN | 0.1966 $ | 0.1966 $ | Y
SAINT VINCENT AND THE GRENADINES | 0.6269 $ | 0.3406 $ | Y
VENEZUELA (BOLIVARIAN REPUBLIC OF) | 0.0334 $ | 0.1812 $ | Y
VIRGIN ISLANDS (BRITISH) | 0.294 $ | 0.294 $ | Y
VIRGIN ISLANDS (U.S.) | 0.6223 $ | 0.9876 $ | Y
VIET NAM | 0.2027 $ | 0.2027 $ | Y
VANUATU | 1.2622 $ | 1.4174 $ | Y
WALLIS AND FUTUNA | 0.9281 $ | 0.9281 $ | 0.9298 $ | Y
SAMOA | 0.3169 $ | 0.9128 $ | Y
YEMEN | 0.2747 $ | 0.2186 $ | Y
MAYOTTE | 0.2352 $ | 0.3997 $ | 1.0138 $ | Y
SOUTH AFRICA | 0.248 $ | 0.4436 $ | Y
ZAMBIA | 0.7111 $ | 0.6735 $ | Y
ZIMBABWE | 0.3249 $ | 0.6082 $ | Y

Zoom Contact Center SMS/MMS Rates

Zoom Contact Center SMS/MMS can only be used for US and Canada phone numbers. Usage is based on the number of messages sent and charged based on the below rates for each supported country.

Table Format: Country | Rate | Enabled Status
Y means International SMS/MMS for country is Enabled upon provisioning
N means International SMS/MMS for country is Not Enabled upon provisioning

Zoom Contact Center Call-In SMS/MMS Rates Country | Rate | Enabled Status	Zoom Contact Center Call-Out SMS/MMS Rates Country | Rate | Enabled Status

AUSTRALIA | MOBILE | SMSINBOUND | 0.1 $ | Y
CANADA | VN | SMSINBOUND | 0.007 $ | Y
CANADA | TF | SMSINBOUND | 0.007 $ | Y
UNITED KINGDOM | MOBILE | SMSINBOUND | 0.1 $ | Y
UNITED STATES OF AMERICA | VN | SMSINBOUND | 0.007 $ | Y
UNITED STATES OF AMERICA | TF | SMSINBOUND | 0.007 $ | Y

AMERICAN SAMOA | VN | SMSOUTBOUND | 0.02 $ | Y
ANGUILLA | VN | SMSOUTBOUND | 0.004 $ | Y
ANTIGUA AND BARBUDA | VN | SMSOUTBOUND | 0.004 $ | Y
ARGENTINA | VN | SMSOUTBOUND | 0.004 $ | Y
AUSTRALIA | VN | SMSOUTBOUND | 0.1 $ | Y
AUSTRALIA | MOBILE | SMSOUTBOUND | 0.1 $ | Y
AUSTRIA | VN | SMSOUTBOUND | 0.1 $ | Y
BAHAMAS | VN | SMSOUTBOUND | 0.004 $ | Y
BARBADOS | VN | SMSOUTBOUND | 0.004 $ | Y
BELGIUM | VN | SMSOUTBOUND | 0.1 $ | Y
BELIZE | VN | SMSOUTBOUND | 0.004 $ | Y
BERMUDA | VN | SMSOUTBOUND | 0.004 $ | Y
BOLIVIA (PLURINATIONAL STATE OF) | VN | SMSOUTBOUND | 0.004 $ | Y
BRAZIL | VN | SMSOUTBOUND | 0.004 $ | Y
CANADA | VN | SMSOUTBOUND | 0.007 $ | Y
CANADA | TF | SMSOUTBOUND | 0.007 $ | Y
CAYMAN ISLANDS | VN | SMSOUTBOUND | 0.004 $ | Y
CHILE | VN | SMSOUTBOUND | 0.004 $ | Y
CHINA | VN | SMSOUTBOUND | 0.02 $ | Y
COLOMBIA | VN | SMSOUTBOUND | 0.04 $ | Y
COSTA RICA | VN | SMSOUTBOUND | 0.04 $ | Y
CZECHIA | VN | SMSOUTBOUND | 0.1 $ | Y
DENMARK | VN | SMSOUTBOUND | 0.1 $ | Y
DOMINICA | VN | SMSOUTBOUND | 0.004 $ | Y
DOMINICAN REPUBLIC | VN | SMSOUTBOUND | 0.12 $ | Y
ECUADOR | VN | SMSOUTBOUND | 0.004 $ | Y
EL SALVADOR | VN | SMSOUTBOUND | 0.004 $ | Y
ESTONIA | VN | SMSOUTBOUND | 0.02 $ | Y
FINLAND | VN | SMSOUTBOUND | 0.1 $ | Y
FRANCE | VN | SMSOUTBOUND | 0.1 $ | Y
FRENCH GUIANA | VN | SMSOUTBOUND | 0.1 $ | Y
GERMANY | VN | SMSOUTBOUND | 0.1 $ | Y
GREECE | VN | SMSOUTBOUND | 0.02 $ | Y
GREENLAND | VN | SMSOUTBOUND | 0.1 $ | Y
GRENADA | VN | SMSOUTBOUND | 0.004 $ | Y
GUAM | VN | SMSOUTBOUND | 0.02 $ | Y
GUATEMALA | VN | SMSOUTBOUND | 0.02 $ | Y
GUYANA | VN | SMSOUTBOUND | 0.004 $ | Y
HAITI | VN | SMSOUTBOUND | 0.12 $ | Y
HONDURAS | VN | SMSOUTBOUND | 0.004 $ | Y
HONG KONG SAR | VN | SMSOUTBOUND | 0.12 $ | Y
HUNGARY | VN | SMSOUTBOUND | 0.02 $ | Y
INDIA | VN | SMSOUTBOUND | 0.02 $ | Y
IRELAND | VN | SMSOUTBOUND | 0.1 $ | Y
ISRAEL | VN | SMSOUTBOUND | 0.1 $ | Y
ITALY | VN | SMSOUTBOUND | 0.1 $ | Y
JAMAICA | VN | SMSOUTBOUND | 0.004 $ | Y
JAPAN | VN | SMSOUTBOUND | 0.12 $ | Y
KOREA, REPUBLIC OF | VN | SMSOUTBOUND | 0.14 $ | Y
MEXICO | VN | SMSOUTBOUND | 0.004 $ | Y
MONTSERRAT | VN | SMSOUTBOUND | 0.02 $ | Y
NEPAL | VN | SMSOUTBOUND | 0.02 $ | Y
NETHERLANDS | VN | SMSOUTBOUND | 0.1 $ | Y
NETHERLANDS ANTILLES | VN | SMSOUTBOUND | 0.004 $ | Y
NEW ZEALAND | VN | SMSOUTBOUND | 0.1 $ | Y
NICARAGUA | VN | SMSOUTBOUND | 0.004 $ | Y
NORWAY | VN | SMSOUTBOUND | 0.1 $ | Y
PANAMA | VN | SMSOUTBOUND | 0.004 $ | Y
PARAGUAY | VN | SMSOUTBOUND | 0.004 $ | Y
PERU | VN | SMSOUTBOUND | 0.004 $ | Y
PHILIPPINES | VN | SMSOUTBOUND | 0.02 $ | Y
POLAND | VN | SMSOUTBOUND | 0.1 $ | Y
PORTUGAL | VN | SMSOUTBOUND | 0.1 $ | Y
PUERTO RICO | VN | SMSOUTBOUND | 0.02 $ | Y
ROMANIA | VN | SMSOUTBOUND | 0.2 $ | Y
RUSSIAN FEDERATION | VN | SMSOUTBOUND | 0.1 $ | Y
SAINT KITTS AND NEVIS | VN | SMSOUTBOUND | 0.004 $ | Y
SAINT LUCIA | VN | SMSOUTBOUND | 0.004 $ | Y
SAINT VINCENT AND THE GRENADINES | VN | SMSOUTBOUND | 0.12 $ | Y
SINGAPORE | VN | SMSOUTBOUND | 0.14 $ | Y
SOUTH AFRICA | VN | SMSOUTBOUND | 0.1 $ | Y
SPAIN | VN | SMSOUTBOUND | 0.1 $ | Y
SURINAME | VN | SMSOUTBOUND | 0.02 $ | Y
SWEDEN | VN | SMSOUTBOUND | 0.1 $ | Y
SWITZERLAND | VN | SMSOUTBOUND | 0.1 $ | Y
TAIWAN, CHINA | VN | SMSOUTBOUND | 0.14 $ | Y
THAILAND | VN | SMSOUTBOUND | 0.02 $ | Y
TIMOR-LESTE | VN | SMSOUTBOUND | 0.02 $ | Y
TURKEY | VN | SMSOUTBOUND | 0.02 $ | Y
TURKS AND CAICOS ISLANDS | VN | SMSOUTBOUND | 0.004 $ | Y
UNITED KINGDOM | VN | SMSOUTBOUND | 0.1 $ | Y
UNITED KINGDOM | MOBILE | SMSOUTBOUND | 0.1 $ | Y
UNITED STATES OF AMERICA | VN | SMSOUTBOUND | 0.007 $ | Y
UNITED STATES OF AMERICA | TF | SMSOUTBOUND | 0.007 $ | Y
URUGUAY | VN | SMSOUTBOUND | 0.004 $ | Y
VENEZUELA (BOLIVARIAN REPUBLIC OF) | VN | SMSOUTBOUND | 0.02 $ | Y
VIET NAM | VN | SMSOUTBOUND | 0.02 $ | Y
VIRGIN ISLANDS (BRITISH) | VN | SMSOUTBOUND | 0.004 $ | Y
VIRGIN ISLANDS (U.S.) | VN | SMSOUTBOUND | 0.02 $ | Y

Accepted and agreed as of the date specified below by the authorized representative of Customer

Signature:	
Print Name:	Richard Savage
Date:	12/11/23
Zoom Service Effective Date: 01/01/2024	
PO # (If Applicable):	
VAT # (If Applicable):	
TAN # (If Applicable):	
CIN # (If Applicable):	

The Services will be activated within 48 hours of order signature or Zoom Service Effective Date, whichever is later.

Zoom reserves the right at its sole discretion to accept Order Forms received after the Valid Until date.

If a PO# is required for processing the invoice related to this order, please provide a PO with this order. If issuance of PO is delayed, please provide a PO within 5 days of the service effective date via email to purchase-orders@zoomus.zendesk.com. Notwithstanding the foregoing, the period for payment shall commence as of the applicable invoice date. Such payment period shall not restart based on any delays in issuing a Purchase Order or any procurement process.

Zoom Phone services provided by Zoom Voice Communications, Inc. Rates, terms and conditions for Zoom Phone services are set by Zoom Voice Communications, Inc.

Professional Services

Statement of Work for Zoom Virtual Agent Deployment Services

This Statement of Work for Professional Services ("SOW") between Zoom Video Communications, Inc. ("Zoom") and **California Online Public Schools** ("Customer") is effective on date of the latest signature on this SOW ("Effective Date") and is governed by the governed by the Zoom Terms of Service found at http://www.zoom.us/terms (unless Customer and Zoom have entered a written Master Subscription Agreement, in which case such written agreement will govern). Customer's purchase of Professional Services pursuant to this SOW is also governed by the Zoom Professional Services Terms and Conditions available at: https://zoom.us/professional-services-terms. Any capitalized terms used but not defined herein shall have the meaning ascribed to them in the Zoom Terms of Service (or Master Subscription Agreement, as applicable) or Zoom Professional Services Terms and Conditions.

Bill To:	Sold To:
California Online Public Schools 33272 Valle Road San Juan Capistrano, CA United States Contact: Dan Hertzler Phone: (949) 401-3987 Email: dhertzler@californiaops.org	California Online Public Schools 33272 Valle Road San Juan Capistrano, CA United States Contact: Dan Hertzler Phone: (949) 401-3987 Email: dhertzler@californiaops.org

SOW Generated/ Revised:	12/05/2023 (SOW pricing and details are only valid 30 days from the generation date)
SOW Number:	PSO-030608
Total SOW Amount:	$7,110.00
Zoom Account Executive:	Phi Yim
ZVA PSO Rep:	Ethan Spade

Project:

	Scope	Value	Completion Criteria
Project Scope	Each location, function, and feature as identified in Section 1.	As identified in Appendix A (excluding any applicable taxes and expense actuals).	Completion of all Professional Services described in this SOW.

1. Service Scope and Locations

Zoom will perform the tasks listed in this SOW remotely, for the following Zoom Virtual Agent features and functions:

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Standard Service Scope:

Standard Requirements:							
			Base Zoom Virtual Assistant Soution:	**Ad Hoc**			
	Included in the Ad Hoc Solution:						
			Number of Bots (Incl. Customer Branding):	**2**			
			KB Setup:	**ZVA Manual Knowledge Base**			
			KB setup (OOTB) up to 100 articles	**0**			
			KB setup (OOTB) 101 to 500 articles	**0**			
			KB Crawler (HTML):	**0**			
			Support channel config (per channel):	**3**			
			Mobile configuration	**0**			
			Workflow building (per workflow)	**4**			
			Project management	**Included**			
			Personas (per additional persona)	**0**			
			Global Variable	**0**			
			OOTB integration setup	**0**			
			Go-live support (per week)	**2**			
			Training Hours	**3**			
	Custom Development:		No Custom Integration Required				
Project Assumptions:							
1)	Two Bots: 1) Current Students & Parents 2) Future Students & Parents						
2)	Currently No Knowledge Base Content						
3)	Support Channels: Email, Phone, & ZCC Live Chat						
4)	No user authentication required						

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2. General

2.1. In order for Zoom to perform the Professional Services outlined in this SOW, Zoom may require administrator access to Customer's Zoom administrator portal for members of the Zoom project team. Customer acknowledges this requirement and agrees that Zoom may access Customer's Zoom administrator portal and, where necessary in Zoom's reasonable judgment, Customer also authorizes Zoom to create administrator accounts in order for Zoom to perform the Professional Services.

2.2. Selection and assignment of a designated Technical Project Manager ("TPM") and Project Engineer ("PE") by Zoom. The Zoom TPM will act as a single point of contact for the delivery of all Professional Deployment Services under this SOW, following Zoom's proven deployment best practices.

2.3. Project Management

2.3.1. The Zoom TPM will be responsible for the following activities in connection with this SOW:

2.3.2. Alignment of project goals and scope with Customer expectations during project initiation/ kick-off;

2.3.3. Internal and external project kick-off sessions;

2.3.4. Creation and management of project governance, including but not limited to:

2.3.4.1. Mutually agreed upon Master Project plan and schedule;

2.3.4.2. Roll Out Communication plan, project resource requirements, escalation process, change control, and test plan;

2.3.4.3. Project Action and risk register;

2.4. Completion of resource assignments and scheduling in alignment with the master project schedule;

2.5. Management of project documentation;

2.6. Management of project timelines in alignment and via consensus with the Customer designated internal project manager or single point of contact;

2.7. Identification, communication, and mitigation of project risks and issues;

2.8. Development, review, authoring, implementation, and managing any mutually agreed upon Change Orders and interventions to achieve project outputs;

2.9. Facilitating and leading regular status update meetings, organize planning sessions and Customer steering committees, as applicable;

2.10. Completing scoped migration and go live support; and

2.11. Performing closure procedures at the conclusion of project activities.

3. Zoom Virtual Agent ("ZVA") Discovery and Needs Assessment

3.1. The Zoom TPM and/or Zoom PE will partner with the Customer to schedule high-level Discovery session(s) with Customer's point of contact(s). The number of Department(s), ("Department" is defined as a group of users with their own unique process for handling incoming or outgoing engagements using the Virtual Agent), and number of users involved in the Discovery process are set forth in Section 1 of this SOW. The Zoom Project Team work with the Customer to complete the preliminary Discovery document(s).

3.2. **Preliminary Discovery**

3.2.1. Customer's implementation strategy;

3.2.2. Identify Customer project team members and responsibilities;

3.2.3. Develop high-level project timeline for Virtual Agent deployments and cut-overs;

3.2.4. Document risk-factors that may impact cut-over schedule;

3.2.5. Document Zoom Virtual Agent settings and standards;

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3.3. **Virtual Agent-specific Discovery and Needs Assessment**
- 3.3.1. Review any existing documentation of Customer's current Virtual Agent workflow and routing;
- 3.3.2. Confirm list of domains where Zoom Virtual Agent will be deployed;
- 3.3.3. Confirm all knowledge base URLs and hosts;
- 3.3.4. Identify and document customer experience ("CX") applications in use by Customer, including but not limited to customer relationship management ("CRM"), e-commerce platforms, and custom APIs

4. Data Requirements and Preparation

4.1. Zoom will provide Customer with templates for collecting required data for implementation. Items which may be identified and documented are the following:
- 4.1.1. User List with associated roles for ZVA administrative access;
- 4.1.2. Top current support queries ("ticket drivers") and links to associated knowledge base articles;
- 4.1.3. Customer-specific intents to be used for triggering flows;
- 4.1.4. Business process maps for flow creation with Customer (up to three);
- 4.1.5. Inter-departmental deployment plan (i.e. engineering, devops, operations);

4.2. Customer will provide the required information utilizing the Zoom provided templates with the data requested above to Zoom.

5. Zoom Deployment Services

5.1. Zoom Professional Services typically performs all services remotely. Remote delivery/deployment services include the following as specified in Section 1.
- 5.1.1. Account and organization provisioning for Bots;
- 5.1.2. ZVA Users and Roles;
- 5.1.3. KB connector with associated articles;
- 5.1.4. CRM connector and configuration for a supported (non-custom) platform;
- 5.1.5. Support channel configuration;
- 5.1.6. Brand and styling updates;
- 5.1.7. Welcome greetings;
- 5.1.8. Configuration and tuning of flows;
- 5.1.9. Crawl and index Customer knowledge base;
- 5.1.10. Optimize solutions returned for Customer knowledge base
- 5.1.11. Configure additional integrated systems (if defined in Section 1 of this Statement of Work);
- 5.1.12. Admin training;
- 5.1.13. Perform coordinated testing with the customer;

5.2. Guidance and standard template for customer quality assurance testing;

5.3. Cut-over preparation, support and deployment assistance during Zoom standard service hours;

5.4. Document open issues and enhancement requests;

5.5. Perform formal project closure processes;

5.6. Transition Customer from deployment to sustaining services (e.g. Zoom Technical Support and Customer Success Manager services);

5.7. The additional services will be performed if specified in an attached scoping Exhibit to this SOW.

6. Standard Remote Service Hours

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6.1. Unless otherwise specified, pricing is based on performing the Services between the hours of 8:00 AM to 5:00 PM local location time, Monday-Friday, excluding Zoom holidays ("Standard Service Hours"). Work performed outside Standard Service Hours may be subject to additional "off hours" charges, via a separately executed SOW or Change Order.

7. Customer Responsibilities and SOW Exclusions

7.1. The Customer is responsible for all aspects not specifically included in this SOW. Out of scope and Customer Responsibility items include, without limitation:
- 7.1.1. Purchase all required Zoom Virtual Agent licenses.
- 7.1.2. Customer shall use Zoom provided templates for all data compilation exercises.
- 7.1.3. Customer understands and agrees that they are responsible for gathering and assembling all data as requested by the Zoom Project team.
- 7.1.4. Post-Deployment End-user support.
- 7.1.5. Post-Deployment changes and/or modifications to the Zoom Virtual Assistant and it's components.

7.2. Unless otherwise specified, Customer is responsible for:
- 7.2.1. Third Party software integration configuration, decommissioning, and/or troubleshooting.

7.3. Development of customized user guides, documentation, references, training materials, etc.

7.4. Cross-organization coordination and gathering of required information.

8. Delays and Changes

8.1. No changes to this SOW, and no changes or additions to the services described herein, will be effective unless it is in writing (via a Change Order or separate SOW) and signed by both parties. Any Change Order will detail the requested change and the effect of such change on the Professional Services, the fees, and the timeline. A Change Order is not effective unless it is in writing and signed by both parties.

8.2. Any delays in the performance of consulting services or delivery of deliverables caused by Customer, including without limitation delays in completing and returning Customer documentation required during the Assessment and Design or completing the Needs Assessment, may result in an adjustment of project timeline and additional fees.

9. Project Acknowledgement

9.1. This SOW describes the objectives, Deliverables, Departments, fees and other components that are included in this project. Customer acknowledges that the delivery, installation, testing, and payment for the Professional Services rendered under this for any specific Department is not dependent on the delivery, installation, testing, and payment for the Professional Services for any other Department.

Agreement

This SOW is entered into as of the effective date specified above between Zoom Video Communications, Inc. and **California Online Public Schools**.

Zoom Video Communications, Inc.	California Online Public Schools

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Professional Services

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KS

By: DocuSigned by: Deborah Fay 3BA802462F4F44D...

By:

Date: Dec 15, 2023

Date: 12/11/23

Deborah Fay

Deputy General Counsel

PO Number: (if applicable)

Appendix A: Pricing for Professional Services

Service	Description	Pricing
Zoom PS	Remote Zoom Professional Services Organization: Zoom Virtual Agent Assessment, Design, Project Management, and Deployment	$7,110.00
Zoom PS	Custom Development (refer to Appendix B)	
Total Remote Services:		**$7,110.00**

[1] Prices quoted are USD.

Special Terms and Notes
Any Special Terms & Notes set forth below shall take precedence over any conflicting terms contained in the Zoom Professional Services Terms and Conditions or Customer's Master Subscription Agreement, as applicable. Departments are limited to those identified within Section 1 of this SOW. The SOW will be fully completed within six months or less unless otherwise specified in the Customer-specific published Zoom Phone Deployment Project plan developed following Customer project kick-off meeting and Preliminary Discovery and Planning. Invoices will be issued as follows: 1. 30% of the total value of this Statement of Work as identified in Section 1 shall be invoiced upon completion of company and Virtual Agent(s) preliminary discovery, design, and planning in the mutually agreed upon project plan as identified in Section 3 above. An email notification will be sent to the customer at the completion of such phase. 2. Remaining Statement of Work value shall be invoiced upon the completion of the Zoom Virtual Agent deployment project. An email notification will be sent to the customer at the completion of each Department or group of Departments. Refer to Section 1 for the details of each. In the event that this SOW is not fully completed within six months or the agreed upon completion date post signature, Zoom has the right to invoice a non-refundable fee for any remaining unused SOW balance.

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Statement of Work for Zoom Contact Center Deployment Professional Services

This Statement of Work for Professional Services ("SOW") between Zoom Video Communications, Inc. ("Zoom") and California Connections ("Customer") is effective on date of the latest signature on this SOW ("Effective Date") and is governed by the Zoom Terms of Service found at http://www.zoom.us/terms (unless Customer and Zoom have entered a written Master Subscription Agreement, in which case such written agreement will govern). Customer's purchase of Professional Services pursuant to this SOW is also governed by the Zoom Professional Services Terms and Conditions available at: https://zoom.us/professional-services-terms. Any capitalized terms used but not defined herein shall have the meaning ascribed to them in the Zoom Terms of Service (or Master Subscription Agreement, as applicable) or Zoom Professional Services Terms and Conditions.

Bill To:	Sold To:
California Connections 33272 Valle Road San Juan Capistrano, CA 92675 USA Contact: Dan Hertzler Phone: Dan Hertzler Email: dhertzler@californiaops.org	California Connections 33272 Valle Road San Juan Capistrano, CA 92675 USA Contact: Dan Hertzler Phone: Dan Hertzler Email: dhertzler@californiaops.org

SOW Generated/ Revised:	December 4, 2023 (valid 30 days from the generation date)
SOW Number:	PSO-030833
Total SOW Amount:	$5,450
Zoom Account Executive:	Phi Yim
Zoom Phone PSO Rep:	Michael Cisneros

Project:

	Scope	Value	Completion Criteria
Project Scope	Each location, function, and feature as identified in Section 1.	As identified in Appendix A (excluding any applicable taxes and expense actuals).	Completion of all Professional Services described in this SOW, for each contact center identified.

1. Service Scope and Locations

Zoom will perform the tasks listed in this SOW remotely, in order to assist with the deployment of the Zoom Contact Center. The following ZCC features and functionality are in scope for the

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purpose of this SOW:

Standard Service Scope:

PSO Services Include[1]:	**Qty**	
New (Custom Quote) Deployment Services for the following:		Channels to be deployed: **Voice Chat**
Number of Contact Centers:	**1**	Virtual DID(s): US/ Canada: 1, EMEA: 0, APAC: 0
Total Channels:	**2**	Each channel includes 2 flows and 4 queues
Agents (Included):	**17**	
Supervisors (Included):	**6**	
Total Flows:	**4**	
Total Queues:	**8**	
Campaigns Included (Up to):	**1**	
Discovery and Needs Assessment:	**Yes**	
Remote Services to Deploy solution:	**Yes**	
Assistance with User Acceptance Testing:	**Yes**	
DID and Toll Free Number Porting:	**Yes**	
Cut-over Assistance:	**Yes**	
Post Cut-over Deployment Assistance:	**Yes**	
Bring Your Own Carrier (BYOC):	**Not Included**	
Zoom Contact Center Remote Training:		
Remote Agent Training Sessions (Up to):	**1**	Remote one hour training sessions
Remote Supervisor Training Sessions (Up to):	**1**	Remote one hour training sessions
Remote Administrator Training Sessions (Up to):	**1**	Remote one hour training sessions[2]
WEM: Workforce Management	**Not Included**	
WEM: Quality Management	**Not Included**	
Standard Contact Center Integration:	**Not Included**	
Standard None Integration Includes only the features identified to the right.	#N/A	
Any features or functions required that are not listed are deemed as Custom		

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Development and would need to be scoped and priced separately	
Custom Integration or Custom Development Included:	**Not Required**

Project Assumptions:

1) Only those features and functions Generally Available at SOW execution will be deployed.
2)

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2. General

2.1. In order for Zoom to perform the Professional Services outlined in this SOW, Zoom may require administrator access to Customer's Zoom administrator portal for members of the Zoom project team. Customer acknowledges this requirement and agrees that Zoom may access Customer's Zoom administrator portal and, where necessary in Zoom's reasonable judgment, Customer also authorizes Zoom to create administrator accounts in order for Zoom to perform the Professional Services.

2.2. Selection and assignment of a designated Technical Project Manager ("TPM") and Project Engineer ("PE") by Zoom. The Zoom TPM will act as a single point of contact for the delivery of all Professional Deployment Services under this SOW, following Zoom's proven deployment best practices.

2.3. Project Management

2.3.1. The Zoom TPM will be responsible for the following activities in connection with this SOW:

2.3.2. Alignment of project goals and scope with Customer expectations during project initiation/ kick-off;

2.3.3. Internal and external project kick-off sessions;

2.3.4. Creation and management of project governance, including but not limited to:

2.3.4.1. Mutually agreed upon Master Project plan and schedule;

2.3.4.2. Roll Out Communication plan, project resource requirements, escalation process, change control, and test plan;

2.3.4.3. Project Action and risk register;

2.4. Completion of resource assignments and scheduling in alignment with the master project schedule;

2.5. Management of project documentation;

2.6. Management of project timelines in alignment and via consensus with the Customer designated internal project manager or single point of contact;

2.7. Identification, communication, and mitigation of project risks and issues;

2.8. Development, review, authoring, implementation, and managing any mutually agreed upon Change Orders and interventions to achieve project outputs;

2.9. Facilitating and leading regular status update meetings, organize planning sessions and Customer steering committees, as applicable;

2.10. Completing scoped migration and go live support; and

2.11. Performing closure procedures at the conclusion of project activities.

3. Zoom Contact Center Discovery and Needs Assessment

3.1. The Zoom TPM and/or Zoom PE will partner with the Customer to schedule high-level Discovery session(s) with Customer's point of contact(s). The number of Department(s), as defined below and number of users involved in the Discovery process are set forth in Section 1 of this SOW. For purposes of this SOW, a "Department" shall mean a group of users with their own unique process for handling incoming or outgoing engagements. The Zoom Project Team work with the Customer to complete the preliminary Discovery document(s).

3.2. **Preliminary Discovery**

3.2.1. Customer's implementation strategy;

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3.2.2. Identify Customer project team members and responsibilities;
3.2.3. Identify and document all contact center Departments, agents, and members to be deployed;
3.2.4. Develop high-level project timeline for contact center deployments and cut-overs;
3.2.5. Document risk-factors that may impact cut-over schedule;
3.2.6. Document Zoom Contact Center settings and standards;

3.3. **Contact Center-specific Discovery and Needs Assessment**
3.3.1. Review and high-level documentation of Customer's current contact center workflow and routing;
3.3.2. Work with customer to compile a list of all agents, managers, and contact center users;
3.3.3. Compile listing of all Direct Inward Dial (DID) numbers requiring porting into the Zoom Contact Center solution;
3.3.4. Compile listing of all Toll Free numbers;
3.3.5. Work with the customer to assemble documentation for porting (e.g., phone bills, additional information as required such as utility bills, country management information, etc.)
3.3.6. Contact Center user information;
3.3.7. Contact Center user groups and personas;
3.3.8. Porting data/information (Direct Inward Dial "DID" and Toll Free Numbers);
3.3.9. Current workflow(s);
3.3.10. Skills-based routing;
3.3.11. Roles and Permissions;

4. Data Requirements and Preparation

4.1. Zoom will provide the Customer templates for collecting required data for implementation. Items which may be identified and documented are the following:
4.1.1. User List.
4.1.2. Contact-center information.
4.1.3. Direct Inward Dial (DID) Phone numbers.
4.1.4. Contact Center routing including:
4.1.4.1. Workflows;
4.1.4.2. Skills-based routing;
4.1.4.3. Call Queues;

4.2. Customer will provide the required information utilizing the Zoom provided templates with the data requested above to Zoom.
4.3. Zoom will enter and configure the data provided into the Zoom Portal

5. Zoom Deployment Services

5.1. Zoom will only deploy those Quality Management features and functions that are Generally Available at the time of this Statement Of Work's execution.
5.2. Zoom Professional Services are performed remotely and shall include include:
5.2.1. Creation of:
5.2.1.1. Contact Center Users;
5.2.1.2. Contact Center-specific Groups;

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5.2.1.3. Call workflows;
5.2.1.4. Skills-based routing including Skill Categories and Proficiency Profiles.
5.2.1.5. Agent Routing Profiles and Agent Routing Priorities;
5.2.1.6. Call queues;
5.2.1.7. IVR/Auto-receptionist(s);
5.2.1.8. Campaigns;
5.2.1.9. Standard Contact Center Widgets;
5.2.1.9.1. Send media
5.2.1.9.2. Collect Input
5.2.2. Porting of DID numbers identified and documented in the Contact Center Discovery exercise.
5.2.3. End-user training sessions;
5.2.4. Perform coordinated testing with the customer;
5.2.5. Provide Customer with basic template for Customer-specific testing plan;
5.3. Guidance and standard template(s) for customer conducted user acceptance testing;
5.4. Cut-over preparation.
5.5. Hypercare which provides port-implementation support for a period of ten (10 Business says.
5.5.1. Non implementation related support will be provided by Zoom Technical Support in accordance with the level of support the Customer is entitled to receive;
5.6. Document open issues and enhancement requests in a project log.
5.7. Perform formal project closure processes.
5.8. Transition the customer from deployment to sustaining services (e.g. Zoom Technical Support and Customer Success Manager services.
5.8.1. The following services below will be configured and deployed as specified in an Appendix B of this SOW (if applicable);
5.8.1.1. Zoom Phone integration;
5.8.1.2. Custom widgets, outbound flows/ campaigns, customized training, 3rd party application integration, on-site services.

6. Optional Services

6.1. In the event that one or more of the following optional professional services noted below is purchased by Customer (as evidenced in Section 1) , the following associated items shall be deployed.
6.1.1. Workforce Management
6.1.1.1. Creation of:
6.1.1.1.1. Workforce Management Users;
6.1.1.1.2. Workforce Management-specific Groups;
6.1.1.1.3. Shifts;
6.1.1.1.4. Activities;
6.1.1.1.5. Forecasts;
6.1.1.1.6. Adherence;
6.1.1.1.7. Preferences;
6.1.2. Quality Management
6.1.2.1. Creation of:
6.1.2.1.1. Agents, Managers, and Quality Management users;

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6.1.2.1.2. Roles and Permissions;
6.1.2.1.3. Analytics;
6.1.2.1.4. Performance Management;
6.1.2.1.5. Scorecards;

7. Standard Remote Service Hours

7.1. Unless otherwise specified, pricing is based on performing the Services between the hours of 8:00 AM to 5:00 PM local location time, Monday-Friday, excluding Zoom observed holidays (“Standard Service Hours”). Work performed outside Standard Service Hours may be subject to additional “off hours” charges, via a separately executed SOW or Change Order.

8. Customer Responsibilities and SOW Exclusions

8.1. The Customer is responsible for all aspects not specifically included in this SOW. Out of scope and Customer Responsibility items include, without limitation:
8.1.1. Purchase all required Zoom Contact Center licenses.
8.1.2. Provide all necessary information and data for DID porting and deployment, including but not limited to:
8.1.2.1. Listing of all users with usernames, email addresses, DID’s, Extensions, and location, all pages of all current applicable phone bills for all locations requiring porting services, procure Customer Service Reports (“CSR”) from existing carrier(s) for all locations and accounts requiring porting services, service addresses and Authorized Contacts for each phone bill/ carrier account; and BTN for each phone bill/ carrier account.
8.1.3. Customer shall use Zoom provided templates for all data compilation exercises.
8.1.4. Customer understands and agrees that they are responsible for gathering and assembling all data from any legacy systems.
1.1. Order and procure any desktop phones and headsets as required ;
1.2. LAN/WAN infrastructure:
8.1.5. Network requirements for Zoom products as identified on the Zoom support website and/or network modifications as recommended by Zoom PSO.
8.2. Configuration and software installation on customer PCs.
8.3. Customizations on individual User endpoints, or phone settings.
8.4. Phones or devices being deployed by Customer that are not defined on Zoom’s Supported Device Listing on Zoom’s support website at: https://support.zoom.us/hc/en-us/articles/360001299063-Certified-Zoom-Phone-devicesHeadsets.
8.5. Customer-side premise trunk configuration, diagnostics, and/or troubleshooting.
8.6. Customer mobile device configuration, diagnostics, and/or troubleshooting.
8.7. Post-Deployment End-user support.
8.8. Post-Deployment Moves, Adds, and Change activities (MACD).
8.9. Unless otherwise specified, Customer is responsible for:
8.9.1. Third Party software and/or hardware integration configuration, decommissioning, and/or troubleshooting, including but not limited to other telephony systems, network equipment, and software applications. Configuration,

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deployment, support, and troubleshooting of any desk phones, devices, headsets, and equipment that are not supported by Zoom Contact Center.

8.10. Development of customized user guides, documentation, references, training materials, etc.

8.11. Customer to provide all pre-recorded greetings and prompts.

8.12. Cross-organization coordination and gathering of required information.

9. Customer's Telephone Number Porting Where Applicable

9.1. The Customer is responsible for authorizing the telephone number porting by Zoom via the approval and signature of the standard Zoom Letter of Authority (LOA). Zoom shall provide guidance on porting data collection and shall assist with submission of porting request(s). This effort pertains to those locations identified in Section 1. The parties acknowledge and agree that Zoom is not responsible for and does not control the portability of any individual number or group of numbers, and the Professional Services completion shall not be withheld by Customer for any delays arising from or relating to the porting of the numbers.

9.2. Customer agrees to the porting process and timelines as detailed in the Zoom Support Article: Common Issues and Questions for Porting at https://support.zoom.us/hc/en-us/articles/360036099112-Common-issues-and-questions-for-porting .

9.3. Notwithstanding paragraph 6.1 above, the Zoom Project Team and Customer will jointly own the porting responsibility by performing the following tasks for each location together:

9.3.1. The Zoom TPM shall manage initial submission of port requests and any subsequent LOA modifications and submissions.

9.3.2. Customer shall endorse all appropriate Letters of Authorization ("LOA"s) as requested by Zoom using the then current Letter Of Authorization form provided to Customer by Zoom

9.3.3. Customer shall provide to Zoom as requested:

9.3.3.1. All pages of all recent phone bills for those locations requiring the porting of DID's.

9.3.3.2. Customer Service Reports and/or Requests for Information from current carriers and authorized signer for each location.

9.3.3.3. Porting submissions will include numbers mapped to correct location as "company" numbers or Direct Dial phone numbers.

10. Delays and Changes

10.1. No changes to this SOW, and no changes or additions to the services described herein, will be effective unless it is in writing (via a Change Order or separate SOW) and signed by both parties. Any Change Order will detail the requested change and the effect of such change on the Professional Services, the fees, and the timeline. A Change Order is not effective unless it is in writing and signed by both parties.

10.2. Any delays in the performance of consulting services or delivery of deliverables caused by Customer, including without limitation delays in completing and returning Customer documentation required during the Assessment and Design or completing the Needs Assessment, may result in an adjustment of project timeline and additional fees.

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11. Project Acknowledgement

11.1. This SOW describes the objectives, Deliverables, Departments, fees and other components that are included in this project. Customer acknowledges that the delivery, installation, testing, and payment for the Professional Services rendered under this for any specific Department is not dependent on the delivery, installation, testing, and payment for the Professional Services for any other Department.

Agreement

This SOW is entered into as of the effective date specified above between Zoom Video Communications, Inc. and California Connections.

DS
KS

Zoom Video Communications, Inc.	California Connections
By: DocuSigned by: Deborah Fay 3BA802462E4E44D...	By:
Date: Dec 13, 2023	Date: 12/11/2023
Deborah Fay Deputy General Counsel	PO Number: (if applicable)

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Appendix A: Pricing for Professional Services

Service	Description	Pricing
Zoom PS	Remote Zoom Professional Services Organization: Contact Center Assessment, Design, Project Management, and Deployment of Contact Centers as set forth herein.	$5,450
Total Remote Services:		**$5,450**
[1] Prices quoted are USD.		

Special Terms and Notes
Any Special Terms & Notes set forth below shall take precedence over any conflicting terms contained in the Zoom Professional Services Terms and Conditions or Customer's Master Subscription Agreement, as applicable. Departments are limited to those identified within Section 1 of this SOW. The SOW will be fully completed within six months or less unless otherwise specified in the Customer-specific published Zoom Contact Center Deployment Project plan developed following Customer project kick-off meeting and Preliminary Discovery and Planning. Invoices will be issued as follows: 1. 30% of the total value of this Statement of Work as identified in Section 1 shall be invoiced upon completion of company and contact center(s) preliminary discovery, design, and planning in the mutually agreed upon project plan as identified in Section 1 above. An email notification will be sent to the customer at the completion of such phase. 2. The remaining Statement of Work value shall be invoiced upon completion of the cut-over event. An email notification will be sent to the customer at the completion of deployment to each Department or group of Departments. Refer to Section 1 for the details of each. In the event that this SOW is not fully completed within six months or the agreed upon completion date post signature, Zoom has the right to invoice a non-refundable fee for any remaining unused SOW balance.

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CalOPS INVOICES To Be Paid Over 20k

(Pearson Invoices will be procressed for payment once Board has approved)

Paid by ACH	Uploaded to Charter Impact	Batch Date	Batch School	Vendor	Invoice#	Date of Invoice	Amount	Description	School Allocation
			SoCal	Pearson	91000014951	1/18/2024	$4,299,941.64	November Inv & Support (Based on Schedule of Fees & Pass Throughs)	SoCal
			SoCal	Pearson	91000015159	1/18/2024	$3,354,082.88	December Inv & Support (Based on Schedule of Fees & Pass Throughs)	SoCal
			NorCal	Pearson	91000014949	1/18/2024	$677,904.32	November Inv & Support (Based on Schedule of Fees & Pass Throughs)	NorCal
			NorCal	Pearson	91000015158	1/18/2024	$661,694.47	December Inv & Support (Based on Schedule of Fees & Pass Throughs)	NorCal
			Central Valley	Pearson	91000014950	1/18/2024	$374,798.86	November Inv & Support (Based on Schedule of Fees & Pass Throughs)	Central Valley
			Central Valley	Pearson	91000015155	1/18/2024	$331,177.37	December Inv & Support (Based on Schedule of Fees & Pass Throughs)	Central Valley
			North Bay	Pearson	91000014948	1/18/2024	$80,621.08	November Inv & Support (Based on Schedule of Fees & Pass Throughs)	North Bay
			North Bay	Pearson	91000015157	1/18/2024	$65,433.71	December Inv & Support (Based on Schedule of Fees & Pass Throughs)	North Bay
			Central Coast	Pearson	91000014947	1/18/2024	$64,243.24	November Inv & Support (Based on Schedule of Fees & Pass Throughs)	Central Coast
			Central Coast	Pearson	91000015154	1/18/2024	$54,953.42	December Inv & Support (Based on Schedule of Fees & Pass Throughs)	Central Coast
			Monterey Bay	Pearson	91000014946	1/18/2024	$242,540.18	November Inv & Support (Based on Schedule of Fees & Pass Throughs)	Monterey Bay
			Monterey Bay	Pearson	91000015156	1/18/2024	$208,355.51	December Inv & Support (Based on Schedule of Fees & Pass Throughs)	Monterey Bay

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014951
Date	:	11-DEC-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3921999
Project Number	:	82079976
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCASC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$4,269,466.14
Tax Total	:	USD	$30,475.50
Invoice Total	:	USD	$4,299,941.64
Amount Due	:	USD	$4,299,941.64

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014951							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079976	CalCASC-23/24	Direct Charges	26		3,801,337.73	30,475.50	3,831,813.23
82079976	CalCASC-23/24	Pass Through	16		468,128.41	0.00	468,128.41

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

	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	42	$4,269,466.14	$	$	$	$30,475.50	$4,299,941.64

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$4,269,466.14	$30,475.50	$4,299,941.64



Charges for the Following Period:	November 2023
Compensation Expenses	
Benefits - Administration	337,122.55
Benefits - Instructional	1,417,973.58
Credit for Nonbillable Earnings Paid by the School	(15,138.41)
Withholdings	403,174.13
	2,143,131.85
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	22,200.00
Community Outreach	45,833.34
Connexus ™ Annual License (EMS)	266,400.00
Curriculum Postage	18,345.25
Direct Course Instruction Support	11,880.00
Educational Resource Center	55,944.00
Enrollment and Records Management	22,236.66
Facility Support Services	1,525.00
Hardware/Software - Employees	16,000.00
Human Resources Support	33,333.33
Internet Subsidy Payment Processing	9,972.15
Monthly Fee per Student on an IEP	120,900.00
School Curriculum Supplies	10,958.33
Short Term Substitute Teaching Services	60,500.00
Student Technology Assistance	210,881.25
Tangible and Intangible Instructional Materials	565,516.88
Technical Support and Repairs	66,600.00
	1,539,026.19
Revenue Based Charges	
Marketing Services	59,672.40
School Administration	358,034.41
Treasury Services	89,508.60
	507,215.41
Pass Through Expenses	
Miscellaneous	80,092.69
	80,092.69
Total Amount Due	**4,269,466.14**

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015159
Date	:	09-JAN-2024
Due Date	:	
Payment Terms	:	
Customer Account	:	3921999
Project Number	:	82079976
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCASC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$3,325,447.10
Tax Total	:	USD	$28,635.78
Invoice Total	:	USD	$3,354,082.88
Amount Due	:	USD	$3,354,082.88

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000015159							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079976	CalCASC-23/24	Direct Charges	26		2,782,465.24	28,635.78	2,811,101.02
82079976	CalCASC-23/24	Pass Through	16		542,981.86	0.00	542,981.86

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$3,325,447.10	$28,635.78	$3,354,082.88



Pearson

Charges for the Following Period:	December 2023
Compensation Expenses	
Benefits - Administration	161,064.81
Benefits - Instructional	669,834.77
Credit for Nonbillable Earnings Paid by the School	(19,762.59)
Withholdings	276,165.26
	1,087,302.25
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	21,483.33
Community Outreach	45,833.33
Connexus ™ Annual License (EMS)	257,800.00
Curriculum Postage	17,916.25
Direct Course Instruction Support	7,744.00
Educational Resource Center	54,138.00
Enrollment and Records Management	21,716.67
Facility Support Services	1,525.00
Hardware/Software - Employees	15,200.00
Human Resources Support	31,666.67
Internet Subsidy Payment Processing	9,795.90
Monthly Fee per Student on an IEP	123,300.00
School Curriculum Supplies	10,791.67
Short Term Substitute Teaching Services	31,800.00
Student Technology Assistance	192,864.58
Tangible and Intangible Instructional Materials	551,954.94
Technical Support and Repairs	64,450.00
	1,459,980.34
Revenue Based Charges	
Marketing Services	57,833.57
School Administration	347,001.40
Treasury Services	86,750.35
	491,585.32
Special Education	
Other Services	
Pass Through Expenses	
Internet Subsidy Payment	125,117.91
Miscellaneous	161,461.28
	286,579.19
Total Amount Due	**3,325,447.10**

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014949
Date	:	11-DEC-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3922560
Project Number	:	82079975
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCANC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$667,331.04
Tax Total	:	USD	$10,573.28
Invoice Total	:	USD	$677,904.32
Amount Due	:	USD	$677,904.32

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014949							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079975	CalCANC-23/24	Direct Charges	24		667,331.04	10,573.28	677,904.32

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	24	$667,331.04	$	$	$	$10,573.28	$677,904.32

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$667,331.04	$10,573.28	$677,904.32



Charges for the Following Period:	November 2023

Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	7,837.50
Community Outreach	4,166.66
Connexus ™ Annual License (EMS)	94,050.00
Curriculum Postage	6,275.50
Direct Course Instruction Support	4,796.00
Educational Resource Center	19,750.50
Enrollment and Records Management	7,606.67
Facility Support Services	525.00
Hardware/Software - Employees	5,550.00
Human Resources Support	11,562.50
Internet Subsidy Payment Processing	3,391.41
Monthly Fee per Student on an IEP	42,600.00
School Curriculum Supplies	3,791.66
Student Technology Assistance	70,725.00
Tangible and Intangible Instructional Materials	192,545.92
Technical Support and Repairs	23,512.50
	498,686.82
Revenue Based Charges	
Marketing Services	19,840.50
School Administration	119,042.98
Treasury Services	29,760.74
	168,644.22
Total Amount Due	667,331.04

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015158
Date	:	09-JAN-2024
Due Date	:	
Payment Terms	:	
Customer Account	:	3922560
Project Number	:	82079975
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCANC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$651,493.69
Tax Total	:	USD	$10,200.78
Invoice Total	:	USD	$661,694.47
Amount Due	:	USD	$661,694.47

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000015158							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079975	CalCANC-23/24	Direct Charges	24		651,493.69	10,200.78	661,694.47

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$651,493.69	$10,200.78	$661,694.47

Pearson

Charges for the Following Period:	December 2023

Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	7,554.17
Community Outreach	4,166.67
Connexus ™ Annual License (EMS)	90,650.00
Curriculum Postage	6,319.50
Direct Course Instruction Support	2,571.25
Educational Resource Center	19,036.50
Enrollment and Records Management	7,660.00
Facility Support Services	525.00
Hardware/Software - Employees	5,350.00
Human Resources Support	11,145.83
Internet Subsidy Payment Processing	3,394.26
Monthly Fee per Student on an IEP	43,650.00
School Curriculum Supplies	3,791.67
Student Technology Assistance	65,550.00
Tangible and Intangible Instructional Materials	194,544.17
Technical Support and Repairs	22,662.50
	488,571.52
Revenue Based Charges	
Marketing Services	19,167.31
School Administration	115,003.89
Treasury Services	28,750.97
	162,922.17
Total Amount Due	651,493.69

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014950
Date	:	11-DEC-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3922001
Project Number	:	82079977
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCACV-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$368,483.39
Tax Total	:	USD	$6,315.47
Invoice Total	:	USD	$374,798.86
Amount Due	:	USD	$374,798.86

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014950							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079977	CalCACV-23/24	Direct Charges	24		368,483.39	6,315.47	374,798.86

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	24	$368,483.39	$	$	$	$6,315.47	$374,798.86

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$368,483.39	$6,315.47	$374,798.86

Pearson

Charges for the Following Period:	November 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	4,016.66
Community Outreach	2,083.34
Connexus ™ Annual License (EMS)	48,200.00
Curriculum Postage	3,489.75
Direct Course Instruction Support	2,376.00
Educational Resource Center	10,122.00
Enrollment and Records Management	4,230.00
Facility Support Services	200.00
Hardware/Software - Employees	1,900.00
Human Resources Support	3,958.34
Internet Subsidy Payment Processing	1,879.17
Monthly Fee per Student on an IEP	23,400.00
School Curriculum Supplies	1,333.34
Student Technology Assistance	46,910.41
Tangible and Intangible Instructional Materials	107,084.68
Technical Support and Repairs	12,050.00
	273,233.69
Revenue Based Charges	
Marketing Services	11,205.85
School Administration	67,235.08
Treasury Services	16,808.77
	95,249.70
Total Amount Due	368,483.39

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015155
Date	:	09-JAN-2024
Due Date	:	
Payment Terms	:	
Customer Account	:	3922001
Project Number	:	82079977
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCACV-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$325,976.72
Tax Total	:	USD	$5,200.65
Invoice Total	:	USD	$331,177.37
Amount Due	:	USD	$331,177.37

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000015155							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079977	CalCACV-23/24	Direct Charges	24		325,976.72	5,200.65	331,177.37

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$325,976.72	$5,200.65	$331,177.37



Charges for the Following Period:	December 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	3,616.67
Community Outreach	2,083.33
Connexus ™ Annual License (EMS)	43,400.00
Curriculum Postage	3,038.75
Direct Course Instruction Support	1,633.50
Educational Resource Center	9,114.00
Enrollment and Records Management	3,683.33
Facility Support Services	200.00
Hardware/Software - Employees	1,900.00
Human Resources Support	3,958.33
Internet Subsidy Payment Processing	1,670.83
Monthly Fee per Student on an IEP	23,250.00
School Curriculum Supplies	1,333.33
Student Technology Assistance	36,560.42
Tangible and Intangible Instructional Materials	93,315.79
Technical Support and Repairs	10,850.00
	239,608.28
Revenue Based Charges	
Marketing Services	10,160.99
School Administration	60,965.96
Treasury Services	15,241.49
	86,368.44
Total Amount Due	325,976.72

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000014948
Date :	11-DEC-2023
Due Date :	
Payment Terms :	
Customer Account :	3903212
Project Number :	82079974
Currency :	USD
Shipment Terms :	
Purchase Order Number :	CalCANB-23/24
Number of Pages :	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$79,301.69
Tax Total	:	USD	$1,319.39
Invoice Total	:	USD	$80,621.08
Amount Due	:	USD	$80,621.08

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014948							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079974	CalCANB-23/24	Direct Charges	23		79,301.69	1,319.39	80,621.08

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$79,301.69	$	$	$	$1,319.39	$80,621.08

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$79,301.69	$1,319.39	$80,621.08



Charges for the Following Period:	November 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	929.16
Connexus ™ Annual License (EMS)	11,150.00
Curriculum Postage	775.50
Direct Course Instruction Support	440.00
Educational Resource Center	2,341.50
Enrollment and Records Management	940.00
Facility Support Services	75.00
Hardware/Software - Employees	400.00
Human Resources Support	833.34
Internet Subsidy Payment Processing	343.29
Monthly Fee per Student on an IEP	3,450.00
School Curriculum Supplies	291.66
Student Technology Assistance	9,200.00
Tangible and Intangible Instructional Materials	24,423.95
Technical Support and Repairs	2,787.50
	58,380.90
Revenue Based Charges	
Marketing Services	2,461.27
School Administration	14,767.62
Treasury Services	3,691.90
	20,920.79
Total Amount Due	79,301.69

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015157
Date	:	09-JAN-2024
Due Date	:	
Payment Terms	:	
Customer Account	:	3903212
Project Number	:	82079974
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCANB-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$64,392.08
Tax Total	:	USD	$1,041.63
Invoice Total	:	USD	$65,433.71
Amount Due	:	USD	$65,433.71

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000015157							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079974	CalCANB-23/24	Direct Charges	23		64,392.08	1,041.63	65,433.71

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$64,392.08	$1,041.63	$65,433.71



Charges for the Following Period:	December 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	729.17
Connexus ™ Annual License (EMS)	8,750.00
Curriculum Postage	621.50
Direct Course Instruction Support	302.50
Educational Resource Center	1,837.50
Enrollment and Records Management	753.33
Facility Support Services	75.00
Hardware/Software - Employees	400.00
Human Resources Support	833.33
Internet Subsidy Payment Processing	337.77
Monthly Fee per Student on an IEP	4,050.00
School Curriculum Supplies	291.67
Student Technology Assistance	7,091.67
Tangible and Intangible Instructional Materials	19,350.99
Technical Support and Repairs	2,187.50
	47,611.93
Revenue Based Charges	
Marketing Services	1,974.14
School Administration	11,844.81
Treasury Services	2,961.20
	16,780.15
Total Amount Due	64,392.08

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014947
Date	:	11-DEC-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	4235156
Project Number	:	82079911
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCACC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$63,140.44
Tax Total	:	USD	$1,102.80
Invoice Total	:	USD	$64,243.24
Amount Due	:	USD	$64,243.24

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014947							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079911	CalCACC-23/24	Direct Charges	23		63,140.44	1,102.80	64,243.24

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$63,140.44	$	$	$	$1,102.80	$64,243.24

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$63,140.44	$1,102.80	$64,243.24



Charges for the Following Period:	November 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	700.00
Connexus ™ Annual License (EMS)	8,400.00
Curriculum Postage	671.00
Direct Course Instruction Support	264.00
Educational Resource Center	1,764.00
Enrollment and Records Management	813.33
Facility Support Services	25.00
Hardware/Software - Employees	300.00
Human Resources Support	625.00
Internet Subsidy Payment Processing	349.51
Monthly Fee per Student on an IEP	3,000.00
School Curriculum Supplies	208.34
Student Technology Assistance	7,666.67
Tangible and Intangible Instructional Materials	20,690.82
Technical Support and Repairs	2,100.00
	47,577.67
Revenue Based Charges	
Marketing Services	1,830.91
School Administration	10,985.49
Treasury Services	2,746.37
	15,562.77
Total Amount Due	63,140.44

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015154
Date	:	09-JAN-2024
Due Date	:	
Payment Terms	:	
Customer Account	:	4235156
Project Number	:	82079911
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCACC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$54,046.57
Tax Total	:	USD	$906.85
Invoice Total	:	USD	$54,953.42
Amount Due	:	USD	$54,953.42

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000015154							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079911	CalCACC-23/24	Direct Charges	23		54,046.57	906.85	54,953.42

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$54,046.57	$906.85	$54,953.42



Charges for the Following Period:	December 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	616.67
Connexus ™ Annual License (EMS)	7,400.00
Curriculum Postage	561.00
Direct Course Instruction Support	181.50
Educational Resource Center	1,554.00
Enrollment and Records Management	680.00
Facility Support Services	25.00
Hardware/Software - Employees	300.00
Human Resources Support	625.00
Internet Subsidy Payment Processing	285.64
Monthly Fee per Student on an IEP	2,850.00
School Curriculum Supplies	208.33
Student Technology Assistance	6,133.33
Tangible and Intangible Instructional Materials	17,296.38
Technical Support and Repairs	1,850.00
	40,566.85
Revenue Based Charges	
Marketing Services	1,585.85
School Administration	9,515.09
Treasury Services	2,378.78
	13,479.72
Total Amount Due	54,046.57

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000014946
Date	:	11-DEC-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3973052
Project Number	:	82079973
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCAMB-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$238,843.08
Tax Total	:	USD	$3,697.10
Invoice Total	:	USD	$242,540.18
Amount Due	:	USD	$242,540.18

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000014946							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079973	CalCAMB-23/24	Direct Charges	23		238,843.08	3,697.10	242,540.18

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$238,843.08	$	$	$	$3,697.10	$242,540.18

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$238,843.08	$3,697.10	$242,540.18



Charges for the Following Period:	November 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,883.33
Connexus ™ Annual License (EMS)	34,600.00
Curriculum Postage	2,409.00
Direct Course Instruction Support	1,892.00
Educational Resource Center	7,266.00
Enrollment and Records Management	2,920.00
Facility Support Services	150.00
Hardware/Software - Employees	1,400.00
Human Resources Support	2,916.66
Internet Subsidy Payment Processing	1,164.58
Monthly Fee per Student on an IEP	12,900.00
School Curriculum Supplies	1,000.00
Student Technology Assistance	23,431.25
Tangible and Intangible Instructional Materials	74,789.63
Technical Support and Repairs	8,650.00
	178,372.45
Revenue Based Charges	
Marketing Services	7,114.19
School Administration	42,685.16
Treasury Services	10,671.28
	60,470.63
Total Amount Due	238,843.08

Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015156
Date	:	09-JAN-2024
Due Date	:	
Payment Terms	:	
Customer Account	:	3973052
Project Number	:	82079973
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCAMB-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$205,224.21
Tax Total	:	USD	$3,131.30
Invoice Total	:	USD	$208,355.51
Amount Due	:	USD	$208,355.51

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000015156							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079973	CalCAMB-23/24	Direct Charges	23		205,224.21	3,131.30	208,355.51

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$205,224.21	$3,131.30	$208,355.51



Charges for the Following Period:	December 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,466.67
Connexus ™ Annual License (EMS)	29,600.00
Curriculum Postage	2,046.00
Direct Course Instruction Support	1,300.75
Educational Resource Center	6,216.00
Enrollment and Records Management	2,480.00
Facility Support Services	150.00
Hardware/Software - Employees	1,400.00
Human Resources Support	2,916.67
Internet Subsidy Payment Processing	947.92
Monthly Fee per Student on an IEP	12,600.00
School Curriculum Supplies	1,000.00
Student Technology Assistance	19,406.25
Tangible and Intangible Instructional Materials	63,608.23
Technical Support and Repairs	7,400.00
	153,538.49
Revenue Based Charges	
Marketing Services	6,080.68
School Administration	36,484.03
Treasury Services	9,121.01
	51,685.72
Total Amount Due	205,224.21

Coversheet

Approval of 2022-23 School Accountability Report Cards (SARC) (attached)

Section: IV. Consent Items
Item: D. Approval of 2022-23 School Accountability Report Cards (SARC) (attached)
Purpose: Vote
Submitted by:
Related Material:
2023_School_Accountability_Report_Card_California_Connections_Academy_Southern_California_20240112.pdf
2023_School_Accountability_Report_Card_California_Connections_Academy_North_Bay_20240112.pdf
2023_School_Accountability_Report_Card_California_Connections_Academy_Northern_California_20240112.pdf
2023_School_Accountability_Report_Card_California_Connections_Academy_Monterey_Bay_20240112.pdf
2023_School_Accountability_Report_Card_California_Connections_Academy_Central_Coast_20240112.pdf
2023_School_Accountability_Report_Card_California_Connections_Academy_Central_Valley_20240112.pdf

California Connections Academy Southern California

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	California Connections Academy Southern California
Street	33272 Valle Rd.
City, State, Zip	San Juan Capistrano, CA 92675-4842
Phone Number	(949) 461-1667
Principal	Dr. Richard Savage, Superintendant
Email Address	rsavage@californiaops.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	30 66464 0106765

2023-24 District Contact Information

District Name	California Connections Academy Southern California
Phone Number	949-234-9200
Superintendent	Dr. Christopher Brown
Email Address	superintendent@capousd.org
District Website	www.capousd.org

2023-24 School Description and Mission Statement

California Connections Academy Southern California was authorized on June 4, 2004 by Capistrano Unified School District (CUSD). California Connections Academy Southern California began serving students on September 7, 2004. California Connections Academy Southern California serves students in Los Angeles, Orange, Riverside, San Bernardino, and San Diego Counties counties.

The mission of California Connections Academy Southern California will be to educate and empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission will be accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student will have a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy Southern California will be a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy Southern California is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek 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.

California Connections Academy Southern California represents an outstanding educational choice for families in Orange County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy Southern California Board contracts with Pearson Virtual Schools, to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy Southern California. Students are considered to be enrolled in a full time public school. California Connections Academy Southern California provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state mandated standardized tests in person at proctored locations designated by the school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	281
Grade 1	273
Grade 2	233
Grade 3	227
Grade 4	249
Grade 5	253
Grade 6	303
Grade 7	436
Grade 8	476
Grade 9	519
Grade 10	593
Grade 11	635
Grade 12	663
Total Enrollment	5,141

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1%
Male	47.3%
American Indian or Alaska Native	0.3%
Asian	3.4%
Black or African American	8.9%
Filipino	1.7%
Hispanic or Latino	44.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	15%
White	26.1%
English Learners	4.8%
Foster Youth	0.3%
Homeless	1.9%
Socioeconomically Disadvantaged	52%
Students with Disabilities	14.3%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	126.20	87.67	1860.30	90.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.90	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.10	8.45	28.00	1.36	12115.80	4.41
Unknown	5.50	3.87	130.80	6.37	18854.30	6.86
Total Teaching Positions	144.00	100.00	2053.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	166.20	90.71	2142.70	90.61	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	0.34	7.80	0.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	53.40	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.70	6.97	28.70	1.22	11953.10	4.28
Unknown	3.60	1.98	132.00	5.58	15831.90	5.67
Total Teaching Positions	183.20	100.00	2364.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.20	2.70
Local Assignment Options	9.80	9.90
Total Out-of-Field Teachers	12.10	12.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material	Yes	0.0%

	selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual	Yes	0.0%

	and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0.0%
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis	Yes	0.0%

	of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0.0%

Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0.0%
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s	Yes	0.0%

	proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

School Facility Conditions and Planned Improvements

The school facility is located in a business park in San Juan Capistrano, CA. Improvements were made and maintenance was done at that time to accommodate the needs of the school, including some minor repairs to plumbing and HVAC after the school moved here in summer of 2014.

While teachers work from home, some administrators and the majority of the support staff split their time between the school office and home office. Students do their school day entirely from home. It is expected that the office facility will meet the school's needs for at least several years.The school facility is in good condition.

Year and month of the most recent FIT report	01/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	52	48	68	68	47	46
Mathematics (grades 3-8 and 11)	24	21	55	56	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2482	1855	74.74	25.26	47.65
Female	1269	949	74.78	25.22	53.33
Male	1204	903	75.00	25.00	41.64
American Indian or Alaska Native	--	--	--	--	--
Asian	94	78	82.98	17.02	74.36
Black or African American	227	163	71.81	28.19	29.45
Filipino	44	40	90.91	9.09	72.50
Hispanic or Latino	1080	833	77.13	22.87	41.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	408	300	73.53	26.47	52.33
White	613	428	69.82	30.18	56.21
English Learners	113	90	79.65	20.35	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1089	783	71.90	28.10	39.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	424	304	71.70	28.30	18.75

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2482	1843	74.25	25.75	20.87
Female	1269	945	74.47	25.53	21.31
Male	1204	895	74.34	25.66	20.47
American Indian or Alaska Native	--	--	--	--	--
Asian	94	79	84.04	15.96	46.84
Black or African American	227	162	71.37	28.63	6.79
Filipino	44	40	90.91	9.09	37.50
Hispanic or Latino	1080	829	76.76	23.24	16.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	408	295	72.30	27.70	29.15
White	613	425	69.33	30.67	22.88
English Learners	113	90	79.65	20.35	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1089	779	71.53	28.47	13.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	424	299	70.52	29.48	5.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	34.29	32.34	51.47	52.85	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1944	1383	71.14	28.86	32.37
Female	1020	710	69.61	30.39	32.72
Male	913	668	73.17	26.83	32.08
American Indian or Alaska Native	--	--	--	--	--
Asian	91	69	75.82	24.18	53.62
Black or African American	167	129	77.25	22.75	19.53
Filipino	42	36	85.71	14.29	47.22
Hispanic or Latino	767	566	73.79	26.21	24.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	282	188	66.67	33.33	45.21
White	587	388	66.10	33.90	36.43
English Learners	61	40	65.57	34.43	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	787	560	71.16	28.84	24.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	281	193	68.68	31.32	11.98

2022-23 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.8
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	25.38

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	25.68%	28.69%	28.42%	28.42%	28.69%
Grade 7	23.02%	27.22%	26.91%	26.75%	27.22%
Grade 9	27.42%	32.99%	33.14%	32.7%	32.99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Caretaker", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	14.3	10.9	21.5	3.1	2.7	4.5	9.4	7.8	8.2
Graduation Rate	75.1	85.4	77.9	93.2	94.1	92.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	725	565	77.9
Female	405	313	77.3
Male	317	250	78.9
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	32	25	78.1
Black or African American	42	32	76.2
Filipino	15	10	66.7
Hispanic or Latino	271	213	78.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	101	71	70.3
White	264	214	81.1
English Learners	32	22	68.8
Foster Youth	--	--	--
Homeless	34	22	64.7
Socioeconomically Disadvantaged	430	314	73.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	98	65	66.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	5882	5636	1105	19.6
Female	3046	2919	568	19.5
Male	2801	2682	521	19.4
Non-Binary	35	35	16	45.7
American Indian or Alaska Native	17	16	4	25.0
Asian	190	184	17	9.2
Black or African American	517	492	102	20.7
Filipino	93	89	12	13.5
Hispanic or Latino	2645	2523	492	19.5
Native Hawaiian or Pacific Islander	14	14	3	21.4
Two or More Races	880	848	172	20.3
White	1515	1460	299	20.5
English Learners	296	277	67	24.2
Foster Youth	29	22	11	50.0
Homeless	178	166	54	32.5
Socioeconomically Disadvantaged	3211	3055	716	23.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	965	913	249	27.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.49	1.96	2.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.02	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some administrators and support staff, do work from an office location from time to time. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	2	3	1
1	29	2		4
2	19	5	5	
3	26	3	1	4
4	27	3	1	3
5	29	2	1	4
6	52	22	3	17
Other	11	10		1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	4	7	1
1	25	3	4	1
2	26	2	1	4
3	26	3		4
4	25	3	2	4
5	18	6	2	2
6	58	26	3	19
Other	22	3		3

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	6	3	3
1	27	3	2	5
2	29	1	4	3
3	25	2	3	2
4	27	2	3	2
5	19	6	4	2
6	47	29	2	21
Other	10	5	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	47	17	6	46
Mathematics	41	17	8	34
Science	57	6	4	38
Social Science	62	6	5	33

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	46	25	4	43
Mathematics	36	31	6	36
Science	49	12	8	39
Social Science	54	13	3	37

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	60	8	8	44
Mathematics	43	22	9	32
Science	61	9	3	36
Social Science	65	10	2	35

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	435.68

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	11.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	0.6
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,053.33	$2,070.69	$7,982.64	$61,705
District	N/A	N/A	$14,955	$92,478
Percent Difference - School Site and District	N/A	N/A	-60.8	
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	19.1	

Fiscal Year 2022-23 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,698	$55,550
Mid-Range Teacher Salary	$81,138	$80,703
Highest Teacher Salary	$113,569	$109,418
Average Principal Salary (Elementary)	$156,183	$137,703
Average Principal Salary (Middle)	$166,633	$143,760
Average Principal Salary (High)	$179,452	$159,021
Superintendent Salary	$343,493	$319,443
Percent of Budget for Teacher Salaries	35.85%	30.35%
Percent of Budget for Administrative Salaries	4.75%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	7.4

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	3
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	3
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	17

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

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

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

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools provides teachers with ongoing
professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise

Professional Development

conduct live tutorial sessions on a rotating basis throughout the school year.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect.

Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practices
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School’s Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. “Train-the-Trainer”: Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for

Professional Development

students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

California Connections Academy North Bay

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	California Connections Academy North Bay
Street	20932 Big Canyon Rd.
City, State, Zip	Middletown, CA 95461
Phone Number	209-253-1208
Principal	Dr. Richard Savage, Superintendent
Email Address	rsavage@californiaops.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	17 640550129601

2023-24 District Contact Information

District Name	California Connections Academy North Bay
Phone Number	(707) 987- 4100
Superintendent	David Miller
Email Address	david.miller@middletownusd.org
District Website	www.middletownusd.org

2023-24 School Description and Mission Statement

California Connections Academy North Bay was authorized on January 15, 2014 by Middletown Unified School District (MUSD) and began serving students in grades K-12 on September 2, 2014. California Connections Academy North Bay serves students in Lake, Napa, Sonoma, Mendocino, Glenn, Colusa, and Yolo counties.

The mission of California Connections Academy North Bay will be to educate and empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission will be accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student will have a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy North Bay will be a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy North Bay is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek 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.

California Connections Academy North Bay represents an outstanding educational choice for families in Lake County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy North Bay Board contracts with Pearson Virtual Schools to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy North Bay. Students are considered to be enrolled in a full time public school. California Connections Academy North Bay provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 1	10
Grade 2	7
Grade 3	5
Grade 4	9
Grade 5	8
Grade 6	7
Grade 7	13
Grade 8	17
Grade 9	14
Grade 10	13
Grade 11	22
Grade 12	26
Total Enrollment	154

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.4%
American Indian or Alaska Native	0.6%
Asian	3.9%
Black or African American	3.2%
Filipino	1.3%
Hispanic or Latino	30.5%
Two or More Races	11%
White	49.4%
English Learners	0.6%
Foster Youth	0.6%
Socioeconomically Disadvantaged	59.7%
Students with Disabilities	10.4%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.70	84.63	66.10	82.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	2.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.10	11.43	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	11.08	0.80	1.10	12115.80	4.41
Unknown	0.30	4.16	1.90	2.45	18854.30	6.86
Total Teaching Positions	7.90	100.00	79.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.30	89.04	53.00	68.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	3.55	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.00	14.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	6.15	0.80	1.10	11953.10	4.28
Unknown	0.10	4.55	9.80	12.66	15831.90	5.67
Total Teaching Positions	3.70	100.00	77.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.80	0.20
Total Out-of-Field Teachers	0.80	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material	Yes	0

	selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual	Yes	0

	and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by	Yes	0

	state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0

Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s	Yes	0

	proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		

School Facility Conditions and Planned Improvements

California Connections Academy North Bay is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	55	41	41	47	46
Mathematics (grades 3-8 and 11)	22	22	26	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	78	55	70.51	29.49	54.55
Female	35	22	62.86	37.14	59.09
Male	42	32	76.19	23.81	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	17	85.00	15.00	35.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	29	70.73	29.27	65.52
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	27	75.00	25.00	44.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	78	55	70.51	29.49	21.82
Female	35	22	62.86	37.14	13.64
Male	42	32	76.19	23.81	28.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	17	85.00	15.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	29	70.73	29.27	27.59
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	27	75.00	25.00	18.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.33	34.04	16.83	18.24	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	47	67.14	32.86	34.04
Female	32	22	68.75	31.25	27.27
Male	37	24	64.86	35.14	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	17	85.00	15.00	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	38	24	63.16	36.84	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	26	76.47	23.53	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	20

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	10%	10%	10%	10%	10%
Grade 7	10.53%	10.53%	10.53%	10.53%	10.53%
Grade 9	19.05%	19.05%	19.05%	19.05%	19.05%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	26.5	14.3	32.3	9.6	7	14.3	9.4	7.8	8.2
Graduation Rate	58.8	77.1	64.5	85.3	90.5	81	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	31	20	64.5
Female	15	8	53.3
Male	16	12	75.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	11	7	63.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	11	64.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	18	12	66.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	173	166	44	26.5
Female	85	81	23	28.4
Male	85	82	20	24.4
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	1	1	0	0.0
Asian	7	5	1	20.0
Black or African American	6	6	2	33.3
Filipino	2	2	0	0.0
Hispanic or Latino	51	49	13	26.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	19	18	4	22.2
White	87	85	24	28.2
English Learners	4	4	3	75.0
Foster Youth	1	1	1	100.0
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	106	102	34	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	20	20	11	55.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.23	2.20	2.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.11	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. There is no physical school site location, therefore, students and staff work remotely. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	2		
1	5	1		
2	4	2		
3	4	2		
4	3	3		
5	3	3		
6	5	23		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	2		
1	4	2		
2	4	2		
3	3	3		
4	4	2		
5	5	2		
6	3	23		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	3	0	0
1	3	3	0	0
2	2	3	0	0
3	2	3	0	0
4	9	1	0	0
5	8	1	0	0
6	2	23	0	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	27	2	
Mathematics	4	25	1	
Science	5	24		
Social Science	5	23		1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	27		
Mathematics	3	33		
Science	3	28		
Social Science	4	26		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	27	0	0
Mathematics	3	27	0	0
Science	4	23	0	0
Social Science	4	26	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	385

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0
Social Worker	0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,632.79	$1,828.05	$8,804.74	$61,705.00
District	N/A	N/A	$13,945	$61,910
Percent Difference - School Site and District	N/A	N/A	-45.2	
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	28.7	

Fiscal Year 2022-23 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,453	$47,616
Mid-Range Teacher Salary	$65,075	$75,580
Highest Teacher Salary	$79,605	$100,485
Average Principal Salary (Elementary)	$96,001	$114,067
Average Principal Salary (Middle)	$112,585	$123,622
Average Principal Salary (High)	$113,851	$125,386
Superintendent Salary	$138,369	$157,977
Percent of Budget for Teacher Salaries	28.74%	27.82%
Percent of Budget for Administrative Salaries	6.11%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

Professional Development

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

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

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools provides teachers with ongoing
professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

Professional Development

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

California Connections Academy Northern California

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	California Connections Academy Northern California
Street	580 North Wilma Ave., Ste. G
City, State, Zip	Ripon, CA 95366-9514
Phone Number	209-253-1208
Principal	Dr. Richard Savage, Superintendent
Email Address	rsavage@californiaops.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	39 686500125849

2023-24 District Contact Information

District Name	California Connections Academy Northern California
Phone Number	(209) 599-2131
Superintendent	Ziggy Robeson
Email Address	zrobeson@sjcoe.net
District Website	www.riponusd.net

2023-24 School Description and Mission Statement

California Connections Academy Northern California was authorized on January 17, 2012 by the Ripon Unified School District (RUSD) and began serving students in grades K-12 on August 27, 2012. California Connections Academy Northern California serves students in Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, and Stanislaus counties.

The mission of California Connections Academy Northern California is to leverage 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every CalCA@ Ripon student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy Northern California is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy Northern California is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek 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.

California Connections Academy Northern California represents an outstanding educational choice for families in San Joaquin County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy Northern California Board contracts with Pearson Virtual Schools, to provide the online school platform, the curriculum, and other services. Parents pay no tuition for their students to attend California Connections Academy Northern California. Students are considered to be enrolled in a full time public school. California Connections Academy Northern California provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state mandated standardized tests in person at proctored locations designated by the school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	89
Grade 2	71
Grade 3	73
Grade 4	84
Grade 5	99
Grade 6	109
Grade 7	147
Grade 8	189
Grade 9	185
Grade 10	206
Grade 11	221
Grade 12	194
Total Enrollment	1,766

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8%
Male	48.6%
American Indian or Alaska Native	0.3%
Asian	5.7%
Black or African American	8.8%
Filipino	2%
Hispanic or Latino	31.3%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	19.9%
White	31.4%
English Learners	8.7%
Foster Youth	0.1%
Homeless	1.1%
Socioeconomically Disadvantaged	49%
Students with Disabilities	15.8%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.90	88.12	175.80	88.83	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.50	1.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	8.08	7.30	3.71	12115.80	4.41
Unknown	1.50	3.80	12.20	6.17	18854.30	6.86
Total Teaching Positions	40.80	100.00	197.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.70	89.82	184.40	87.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.38	5.40	2.59	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.04	4.70	2.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	6.09	6.70	3.22	11953.10	4.28
Unknown	1.30	2.63	8.80	4.20	15831.90	5.67
Total Teaching Positions	52.00	100.00	210.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.70
Local Assignment Options	3.00	2.40
Total Out-of-Field Teachers	3.30	3.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material	Yes	0

	selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual	Yes	0

	and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by	Yes	0

	state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0

Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s	Yes	0

	proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		

School Facility Conditions and Planned Improvements

The school facility is located in a commercial business park in Ripon, CA. The building is relatively new, and the school office space was built out and fully equipped during the summer of 2012. An additional bathroom was added in 2014 and additional renovations were made during the 23/23 school year.

While teachers work from home, some administrators and the majority of the support staff split their time between the school office and home office. Students do their school day entirely from home. It is expected that the office facility will meet the school's needs for at least several years.The school facility is in good condition.

Year and month of the most recent FIT report	01/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	45	60	57	47	46
Mathematics (grades 3-8 and 11)	25	21	42	41	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	890	648	72.81	27.19	44.67
Female	454	327	72.03	27.97	49.39
Male	433	319	73.67	26.33	39.81
American Indian or Alaska Native	--	--	--	--	--
Asian	53	43	81.13	18.87	55.81
Black or African American	79	57	72.15	27.85	37.50
Filipino	18	16	88.89	11.11	68.75
Hispanic or Latino	247	179	72.47	27.53	32.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	210	149	70.95	29.05	48.32
White	276	202	73.19	26.81	50.50
English Learners	75	62	82.67	17.33	9.68
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	395	268	67.85	32.15	37.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	170	111	65.29	34.71	14.41

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	891	645	72.39	27.61	20.78
Female	454	321	70.70	29.30	14.95
Male	434	322	74.19	25.81	26.40
American Indian or Alaska Native	--	--	--	--	--
Asian	53	43	81.13	18.87	32.56
Black or African American	79	57	72.15	27.85	15.79
Filipino	18	16	88.89	11.11	50.00
Hispanic or Latino	247	180	72.87	27.13	6.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	211	146	69.19	30.81	23.97
White	276	201	72.83	27.17	28.36
English Learners	75	62	82.67	17.33	1.61
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	396	268	67.68	32.32	11.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	170	111	65.29	34.71	5.41

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.36	30.60	38.94	42.73	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	673	454	67.46	32.54	30.68
Female	359	238	66.30	33.70	27.85
Male	313	216	69.01	30.99	33.80
American Indian or Alaska Native	--	--	--	--	--
Asian	45	35	77.78	22.22	42.86
Black or African American	54	36	66.67	33.33	22.22
Filipino	16	14	87.50	12.50	50.00
Hispanic or Latino	187	131	70.05	29.95	14.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	147	89	60.54	39.46	37.08
White	220	149	67.73	32.27	38.51
English Learners	47	36	76.60	23.40	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	264	164	62.12	37.88	19.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	125	85	68.00	32.00	17.65

2022-23 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.02
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	21.63

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	7.25%	15.94%	15.94%	15.94%	15.94%
Grade 7	7.02%	15.79%	15.79%	15.79%	15.79%
Grade 9	12.26%	23.37%	23.37%	23.37%	23.37%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	23.6	14.9	26.2	12.5	8	12.9	9.4	7.8	8.2
Graduation Rate	70.2	81.7	72.5	83.9	90.4	86.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	229	166	72.5
Female	128	93	72.7
Male	101	73	72.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	17	10	58.8
Black or African American	17	11	64.7
Filipino	--	--	--
Hispanic or Latino	72	50	69.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	46	32	69.6
White	72	59	81.9
English Learners	19	13	68.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	125	80	64.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	40	26	65.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2042	1974	439	22.2
Female	1044	1009	244	24.2
Male	985	952	191	20.1
Non-Binary	13	13	4	30.8
American Indian or Alaska Native	5	5	2	40.0
Asian	109	102	16	15.7
Black or African American	192	186	47	25.3
Filipino	36	36	2	5.6
Hispanic or Latino	651	629	170	27.0
Native Hawaiian or Pacific Islander	11	11	5	45.5
Two or More Races	410	400	87	21.8
White	621	600	109	18.2
English Learners	171	166	47	28.3
Foster Youth	7	7	7	100.0
Homeless	49	44	24	54.5
Socioeconomically Disadvantaged	1075	1038	306	29.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	354	342	93	27.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	1.01	1.78	1.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.04	0.06	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some administrators and support staff do work from an office location from time to time. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	3		
1	10	4		1
2	9	8		
3	15	4	1	
4	17	2	2	
5	12	5		
6	26	14	9	8
Other	5	10	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3	3	
1	11	6	1	
2	10	6	1	
3	8	4	1	
4	9	6	2	
5	11	5	2	
6	20	23	9	7
Other	13	3		1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	1	1
1	17	2	3	0
2	13	4	1	0
3	14	4	1	0
4	21	2	0	1
5	11	8	0	1
6	20	24	12	9
Other	4	4	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	41	10	7
Mathematics	17	33	8	6
Science	23	25	7	7
Social Science	24	24	3	10

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	26	11	16
Mathematics	16	35	11	8
Science	21	30	5	11
Social Science	27	18	6	13

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	27	14	14
Mathematics	20	30	8	8
Science	23	24	7	14
Social Science	26	20	6	14

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	441.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	0.2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,841.74	$1,996.35	$9,841.74	$61,705.00
District	N/A	N/A	$12,283	$73,293
Percent Difference - School Site and District	N/A	N/A	-22.1	
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	39.5	

Fiscal Year 2022-23 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,099	$50,875
Mid-Range Teacher Salary	$72,380	$79,761
Highest Teacher Salary	$97,607	$103,045
Average Principal Salary (Elementary)	$129,318	$128,154
Average Principal Salary (Middle)	$0	$131,774
Average Principal Salary (High)	$131,895	$142,676
Superintendent Salary	$206,000	$211,462
Percent of Budget for Teacher Salaries	32.56%	30.11%
Percent of Budget for Administrative Salaries	5.32%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	6.5

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	3
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	15

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

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

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

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools provides teachers with ongoing
professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise

Professional Development

conduct live tutorial sessions on a rotating basis throughout the school year.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect.

Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School’s Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. “Train-the-Trainer”: Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for

Professional Development

students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

California Connections Academy Monterey Bay

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	California Connections Academy Monterey Bay
Street	108 Whispering Pines Dr., Ste. 115
City, State, Zip	Scotts Valley, CA 95066
Phone Number	831-200-1006
Principal	Dr. Richard Savage, Superintendent
Email Address	rsavage@californiaops.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	44-75432-0139410

2023-24 District Contact Information

District Name	California Connections Academy Monterey Bay
Phone Number	(831) 438-1820
Superintendent	Tanya Krause
Email Address	tkrause@scottsvalleyusd.org
District Website	https://www.scottsvalleyusd.org/

2023-24 School Description and Mission Statement

California Connections Academy Monterey Bay was authorized on February 26, 2019 by the Scotts Valley Unified School District (SVUSD) and began serving students in grades K-12 on September 3, 2019. California Connections Academy Monterey Bay serves students in Monterey, San Benito, San Mateo, Santa Clara, and Santa Cruz counties.

The mission of California Connections Academy Monterey Bay is to educate and empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every California Connections Academy Monterey Bay student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy Monterey Bay is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy Monterey Bay is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek 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.

California Connections Academy Monterey Bay represents an outstanding educational choice for families in Santa Cruz County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy Monterey Bay Board contracts with Pearson Virtual Schools to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy Monterey Bay. Students are considered to be enrolled in a full time public school. California Connections Academy Monterey Bay provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	20
Grade 2	24
Grade 3	15
Grade 4	16
Grade 5	26
Grade 6	35
Grade 7	37
Grade 8	47
Grade 9	40
Grade 10	56
Grade 11	80
Grade 12	55
Total Enrollment	476

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	48.9%
Asian	12.2%
Black or African American	0.6%
Filipino	2.3%
Hispanic or Latino	41.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	15.5%
White	27.9%
English Learners	8%
Foster Youth	0.2%
Homeless	1.1%
Socioeconomically Disadvantaged	38%
Students with Disabilities	14.1%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.90	84.70	95.40	91.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	1.42	0.40	0.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	8.50	4.70	4.58	12115.80	4.41
Unknown	0.10	5.10	3.40	3.30	18854.30	6.86
Total Teaching Positions	3.50	100.00	104.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.80	89.76	101.90	89.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	3.08	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.60	1.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	7.35	4.00	3.55	11953.10	4.28
Unknown	0.30	2.81	2.50	2.23	15831.90	5.67
Total Teaching Positions	12.10	100.00	113.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10
Local Assignment Options	0.20	0.70
Total Out-of-Field Teachers	0.30	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material	Yes	0

	selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual	Yes	0

	and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis	Yes	0

	of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0

Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s	Yes	0

	proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		

School Facility Conditions and Planned Improvements

California Connections Academy Monterey Bay is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60	57	65	63	47	46
Mathematics (grades 3-8 and 11)	37	36	55	55	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	197	79.44	20.56	56.85
Female	121	99	81.82	18.18	58.59
Male	123	96	78.05	21.95	54.17
American Indian or Alaska Native	0	0	0	0	0
Asian	36	32	88.89	11.11	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	76	83.52	16.48	47.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	47	36	76.60	23.40	69.44
White	67	48	71.64	28.36	50.00
English Learners	11	8	72.73	27.27	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	54	76.06	23.94	51.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	24	70.59	29.41	20.83

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	197	79.44	20.56	36.04
Female	121	99	81.82	18.18	28.28
Male	123	96	78.05	21.95	42.71
American Indian or Alaska Native	0	0	0	0	0
Asian	36	32	88.89	11.11	71.88
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	76	83.52	16.48	10.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	47	36	76.60	23.40	50.00
White	67	48	71.64	28.36	43.75
English Learners	11	8	72.73	27.27	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	54	76.06	23.94	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	24	70.59	29.41	8.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.16	34.72	54.31	51.96	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	145	72.14	27.86	34.48
Female	107	77	71.96	28.04	33.77
Male	91	67	73.63	26.37	34.33
American Indian or Alaska Native	0	0	0	0	0
Asian	17	14	82.35	17.65	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	62	77.50	22.50	16.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	27	67.50	32.50	37.04
White	57	38	66.67	33.33	47.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	45	71.43	28.57	15.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	20	68.97	31.03	20.00

2022-23 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.4
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	27.54

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	2.33%	2.33%	2.33%	2.33%	2.33%
Grade 7	11.48%	11.48%	11.48%	11.48%	11.48%
Grade 9	3.64%	3.64%	3.64%	3.64%	3.64%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	18.1	10.4	24.7	6.1	4	9.2	9.4	7.8	8.2
Graduation Rate	73.6	88.1	71.2	91.3	94.8	89.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	73	52	71.2
Female	44	33	75.0
Male	29	19	65.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	26	19	73.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	10	83.3
White	27	18	66.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	36	25	69.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	14	8	57.1

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	539	528	100	18.9
Female	271	265	46	17.4
Male	261	256	51	19.9
Non-Binary	7	7	3	42.9
American Indian or Alaska Native	0	0	0	0.0
Asian	59	58	1	1.7
Black or African American	5	5	2	40.0
Filipino	11	11	0	0.0
Hispanic or Latino	229	222	57	25.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	86	85	15	17.6
White	145	143	24	16.8
English Learners	50	49	15	30.6
Foster Youth	1	1	0	0.0
Homeless	12	12	4	33.3
Socioeconomically Disadvantaged	228	221	66	29.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	86	22	25.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.25	2.01	1.58	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. There is no physical school site location, therefore, students and staff all work remotely. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	3		
1	17	1		
2	7	2		
3	12	2		
4	5	4		
5	5	5		
6	7	22	3	
Other	14	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	2		
1	5	5		
2	9	2		
3	5	4		
4	5	5		
5	9	3		
6	12	23		3
Other	17	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	3	0	0
1	7	3	0	0
2	12	1	1	0
3	5	3	0	0
4	4	4	0	0
5	5	5	0	0
6	9	28	2	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	32	2	2
Mathematics	7	30	2	
Science	8	31	1	
Social Science	10	24	3	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	29		4
Mathematics	7	36	1	2
Science	8	34	1	1
Social Science	10	25	1	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	35	2	2
Mathematics	8	32	3	1
Science	10	26	0	2
Social Science	10	27	1	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	432.73

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	0.1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,364.11	$1,329.11	$8,035.00	$61,705.00
District	N/A	N/A	$13,010	$65,254
Percent Difference - School Site and District	N/A	N/A	-47.3	
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	19.7	

Fiscal Year 2022-23 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,540	$50,875
Mid-Range Teacher Salary	$65,843	$79,761
Highest Teacher Salary	$86,570	$103,045
Average Principal Salary (Elementary)	$115,503	$128,154
Average Principal Salary (Middle)	$104,024	$131,774
Average Principal Salary (High)	$121,044	$142,676
Superintendent Salary	$232,212	$211,462
Percent of Budget for Teacher Salaries	27.26%	30.11%
Percent of Budget for Administrative Salaries	5.6%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	11.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

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

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

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools provides teachers with ongoing
professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise

Professional Development

conduct live tutorial sessions on a rotating basis throughout the school year.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect.

Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School’s Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. “Train-the-Trainer”: Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for

Professional Development

students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

California Connections Academy Central Coast

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	California Connections Academy Central Coast
Street	2300 Highway 166
City, State, Zip	New Cuyama, CA 93254
Phone Number	949-461-1667
Principal	Dr. Richard Savage, Superintendent
Email Address	rsavage@californiaops.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	42-75010-0138891

2023-24 District Contact Information

District Name	California Connections Academy Central Coast
Phone Number	Alfonso Gamino
Superintendent	(661) 766-2293
Email Address	agamino@cuyamaunified.org
District Website	https://cuyamaunified.org/

2023-24 School Description and Mission Statement

California Connections Academy Central Coast was authorized on September 13, 2018 by the Cuyama Joint Unified School District (CJUSD) and began serving students in grades K-12 on September 3, 2019. California Connections Academy Central Coast serves students in Ventura, Santa Barbara, and San Luis Obispo counties.

The mission of California Connections Academy Central Coast is to educate and empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every California Connections Academy Central Coast student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy Central Coast is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy Central Coast is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek 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.

California Connections Academy Central Coast represents an outstanding educational choice for families in Santa Barbara County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy Central Coast Board contracts with Pearson Virtual Schools to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy Central Coast. Students are considered to be enrolled in a full time public school. California Connections Academy Central Coast provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	6
Grade 1	7
Grade 2	11
Grade 3	7
Grade 4	3
Grade 5	3
Grade 6	10
Grade 7	8
Grade 8	12
Grade 9	13
Grade 10	14
Grade 11	13
Grade 12	11
Total Enrollment	118

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8%
Male	49.2%
Asian	4.2%
Black or African American	3.4%
Filipino	0.8%
Hispanic or Latino	43.2%
Two or More Races	9.3%
White	39%
English Learners	4.2%
Homeless	6.8%
Socioeconomically Disadvantaged	45.8%
Students with Disabilities	11%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.80	87.25	7.30	56.53	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	3.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.50	3.84	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	8.82	4.60	35.48	12115.80	4.41
Unknown	0.00	1.96	0.00	0.15	18854.30	6.86
Total Teaching Positions	1.00	100.00	13.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	90.91	8.10	69.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	6.06	2.70	23.18	11953.10	4.28
Unknown	0.00	2.42	0.80	7.21	15831.90	5.67
Total Teaching Positions	1.60	100.00	11.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material	Yes	0

	selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual	Yes	0

	and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by	Yes	0

	state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0

Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s	Yes	0

	proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		

School Facility Conditions and Planned Improvements

California Connections Academy Central Coast is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	46	43	44	47	46
Mathematics (grades 3-8 and 11)	45	33	25	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	53	41	77.36	22.64	46.34
Female	27	22	81.48	18.52	40.91
Male	25	18	72.00	28.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	14	73.68	26.32	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	17	77.27	22.73	47.06
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	15	75.00	25.00	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	53	41	77.36	22.64	32.50
Female	27	22	81.48	18.52	14.29
Male	25	18	72.00	28.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	14	73.68	26.32	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	17	77.27	22.73	47.06
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	15	75.00	25.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.74	42.31	19.57	26.47	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	26	74.29	25.71	42.31
Female	21	16	76.19	23.81	25.00
Male	13	9	69.23	30.77	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	9	60.00	40.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	11	78.57	21.43	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.08
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate		9.1	--	75.8	31	0	9.4	7.8	8.2
Graduation Rate		90.9	--	24.2	65.5	100	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	132	124	16	12.9
Female	68	61	10	16.4
Male	63	62	6	9.7
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	0	0.0
Black or African American	4	4	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	57	51	13	25.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	1	8.3
White	53	51	1	2.0
English Learners	8	7	3	42.9
Foster Youth	0	0	0	0.0
Homeless	9	9	2	22.2
Socioeconomically Disadvantaged	63	59	13	22.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	16	4	25.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	1.57	0.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. There is no physical school site location, therefore, students and staff all work remotely. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	2		
1	1	1		
2	2	2		
4	8	1		
5	2	1		
6	3	19		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	1		
1	5	1		
2	3	2		
3	2	2		
4	3	1		
5	3	2		
6	1	17		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	2	0	0
1	4	2	0	0
2	6	2	0	0
3	4	2	0	0
4	3	1	0	0
5	2	2	0	0
6	3	23	0	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	18		
Mathematics	2	21		
Science	2	19		
Social Science	2	17		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	22		
Mathematics	3	20		
Science	3	22		
Social Science	3	17		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	26	0	0
Mathematics	3	25	0	0
Science	3	23	0	0
Social Science	3	22	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	590

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0
Social Worker	0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,385.68	$1,227.75	$9,157.93	$61,705.00
District	N/A	N/A	$23,638	
Percent Difference - School Site and District	N/A	N/A	-88.3	
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	32.6	

Fiscal Year 2022-23 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$47,616
Mid-Range Teacher Salary		$75,580
Highest Teacher Salary		$100,485
Average Principal Salary (Elementary)		$114,067
Average Principal Salary (Middle)		$123,622
Average Principal Salary (High)		$125,386
Superintendent Salary		$157,977
Percent of Budget for Teacher Salaries	25.64%	27.82%
Percent of Budget for Administrative Salaries	4.66%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	7.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	2
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

Professional Development

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

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

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools provides teachers with ongoing
professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

Professional Development

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

California Connections Academy Central Valley

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	California Connections Academy Central Valley
Street	5313 Road 39
City, State, Zip	Alpaugh, Ca, 93201-0009
Phone Number	559-571-2300
Principal	Dr. Richard Savage, Superintendent
Email Address	rsavage@californiaops.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	54 718030112458

2023-24 District Contact Information

District Name	California Connections Academy Central Valley
Phone Number	(559) 949-8413
Superintendent	Troy Hayes
Email Address	thayes@alpaugh.k12.ca.us
District Website	www.alpaughusd.com

2023-24 School Description and Mission Statement

California Connections Academy Central Valley was first authorized in May of 2006 by Alpaugh Unified School District (AUSD). California Connections Academy Central Valley began serving students on September 5, 2006. California Connections Academy Central Valley serves students in Tulare, Kings, Kern, Inyo, and Fresno counties.

The mission of California Connections Academy Central Valley is to leverage 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every California Connections Academy Central Valley student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy Central Valley is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy Central Valley is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek 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.

California Connections Academy Central Valley represents an outstanding educational choice for families in Tulare County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy Central Valley Board contracts with Pearson Virtual Schools, to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy Central Valley. Students are considered to be enrolled in a full time public school. CalCA Central Valley provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state mandated standardized tests in person at proctored locations designated by the school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	40
Grade 2	36
Grade 3	35
Grade 4	29
Grade 5	38
Grade 6	40
Grade 7	62
Grade 8	63
Grade 9	70
Grade 10	77
Grade 11	89
Grade 12	72
Total Enrollment	696

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2%
Male	45.5%
American Indian or Alaska Native	0.3%
Asian	1.6%
Black or African American	3.2%
Filipino	0.1%
Hispanic or Latino	52.2%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	12.1%
White	30.5%
English Learners	5%
Homeless	1.9%
Socioeconomically Disadvantaged	65.5%
Students with Disabilities	17.5%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.20	86.41	23.60	75.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	10.68	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.50	5.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	9.13	2.00	6.51	12115.80	4.41
Unknown	0.60	4.46	0.60	2.02	18854.30	6.86
Total Teaching Positions	14.10	100.00	31.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.70	89.17	29.50	80.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	2.72	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.50	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	7.09	2.20	6.01	11953.10	4.28
Unknown	0.60	3.68	1.40	4.03	15831.90	5.67
Total Teaching Positions	18.70	100.00	36.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.30
Local Assignment Options	1.20	1.00
Total Out-of-Field Teachers	1.20	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material	Yes	0.0 %

	selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual	Yes	0.0 %

	and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0.0 %
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by	Yes	0.0 %

	state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0.0 %

Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0.0 %
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s	Yes	0.0 %

	proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %

School Facility Conditions and Planned Improvements

California Connections Academy Central Valley is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	42	40	32	28	47	46
Mathematics (grades 3-8 and 11)	19	17	13	12	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	274	80.35	19.65	39.78
Female	174	143	82.18	17.82	41.96
Male	159	124	77.99	22.01	35.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	180	150	83.33	16.67	40.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	25	62.50	37.50	56.00
White	111	91	81.98	18.02	34.07
English Learners	15	13	86.67	13.33	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	190	147	77.37	22.63	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	55	73.33	26.67	7.27

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	272	79.77	20.23	16.91
Female	174	141	81.03	18.97	12.77
Male	159	124	77.99	22.01	17.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	180	149	82.78	17.22	14.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	24	60.00	40.00	29.17
White	111	91	81.98	18.02	17.58
English Learners	15	13	86.67	13.33	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	190	147	77.37	22.63	10.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	55	73.33	26.67	7.27

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.75	24.61	8.25	8.26	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	259	197	76.06	23.94	25.38
Female	138	107	77.54	22.46	18.69
Male	117	87	74.36	25.64	31.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	132	104	78.79	21.21	16.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	19	65.52	34.48	36.84
White	84	64	76.19	23.81	39.06
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	112	77.24	22.76	18.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	30	62.50	37.50	13.33

2022-23 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	94.48
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	9.68

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	25.86%	27.59%	27.59%	25.86%	25.86%
Grade 7	16.25%	16.25%	16.25%	16.25%	16.25%
Grade 9	18.92%	18.92%	18.92%	18.92%	18.92%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	20.8	18.9	21.8	17.4	17.7	17	9.4	7.8	8.2
Graduation Rate	68.1	77	77	71.7	79.2	81.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	87	67	77.0
Female	52	44	84.6
Male	35	23	65.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	39	31	79.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	31	25	80.6
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	63	48	76.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	18	12	66.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	795	761	151	19.8
Female	414	393	71	18.1
Male	371	359	78	21.7
Non-Binary	10	9	2	22.2
American Indian or Alaska Native	4	3	1	33.3
Asian	13	13	3	23.1
Black or African American	24	24	7	29.2
Filipino	1	1	0	0.0
Hispanic or Latino	411	396	81	20.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	91	87	21	24.1
White	249	235	37	15.7
English Learners	38	35	11	31.4
Foster Youth	1	0	0	0.0
Homeless	20	19	5	26.3
Socioeconomically Disadvantaged	531	511	117	22.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	153	150	42	28.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.00	0.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. There is no physical school site location, therefore, students and staff all work remotely. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	3		
1	13	1	1	
2	9	3	1	
3	10	3	1	
4	15	1	1	
5	9	4		
6	10	28		3
Other	3	11		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	6		
1	17	1		
2	6	5		
3	6	5	1	
4	3	12	1	
5	8	5		
6	11	27	1	3
Other	7	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	6	0	0
1	13	2	1	0
2	11	3	0	0
3	8	3	1	0
4	13	1	1	0
5	6	6	0	0
6	10	29	2	1
Other	3	3	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	32		4
Mathematics	9	33	2	1
Science	11	31	2	1
Social Science	12	25	1	2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	33	2	3
Mathematics	8	38	2	1
Science	11	32	3	1
Social Science	13	26	1	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	36	0	4
Mathematics	9	33	2	2
Science	12	26	4	1
Social Science	14	22	2	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	464

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	0.1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,088.82	$2,363.66	$7,725.16	$61,705.00
District	N/A	N/A	$22,438	$66,993
Percent Difference - School Site and District	N/A	N/A	-97.6	
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	15.8	

Fiscal Year 2022-23 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,978	$47,616
Mid-Range Teacher Salary	$69,957	$75,580
Highest Teacher Salary	$89,376	$100,485
Average Principal Salary (Elementary)	$0	$114,067
Average Principal Salary (Middle)	$0	$123,622
Average Principal Salary (High)	$0	$125,386
Superintendent Salary	$147,084	$157,977
Percent of Budget for Teacher Salaries	22.79%	27.82%
Percent of Budget for Administrative Salaries	3.47%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	2.9

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	2
Science	2
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

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

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

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools provides teachers with ongoing
professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise

Professional Development

conduct live tutorial sessions on a rotating basis throughout the school year.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect.

Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School’s Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. “Train-the-Trainer”: Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for

Professional Development

students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

Coversheet

Approval of Check Register (attached)

Section: IV. Consent Items
Item: E. Approval of Check Register (attached)
Purpose: Vote
Submitted by:
Related Material: 240206 CalOPS Check Register.pdf

California Online Public Schools Central Coast

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70010	Effectual Educational Consulting Serv	SpEd Svcs - 09/23	12/6/2023	$ 370.00
70011	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	430.00
70012	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 07/23	12/13/2023	202,449.61
70012	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 08/23	12/13/2023	202,449.61
70012	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 09/23	12/13/2023	202,449.61
70012	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 10/23	12/13/2023	202,449.61
70013	Oxford Consulting Services Inc.	SpEd Svcs - 10/23	12/19/2023	535.00

Total Disbursements Issued in December **$ 811,133.44**

California Online Public Schools Academy Central Valley

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40027	Effectual Educational Consulting Services	SpEd Svcs - 09/23	12/6/2023	$ 3,345.00
40028	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	20,003.56
40029	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 07/23 - 10/23	12/13/2023	1,212,186.14
40030	Oxford Consulting Services Inc.	SpEd Svcs - 10/23	12/19/2023	2,115.25
40031	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 11/23	12/19/2023	1,995.00
40032	TinyEye Therapy Services	SpEd Svcs	12/19/2023	422.05
ACH	Chase Bank	Bank Fee	12/15/2023	99.69

Total Disbursements Issued in December $ 1,240,166.69

California Online Public Schools Monterey Bay

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20019	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	$ 13,586.00
20020	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 07/23	12/13/2023	596,214.60
20020	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 08/23	12/13/2023	596,214.60
20020	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 10/23	12/13/2023	596,214.60
20021	Pearson Virtual Schools USA	PVS invoice - accounting and regulatory reporting - 09/23	12/13/2023	166,998.22
20022	Oxford Consulting Services Inc.	SpEd Svcs - 10/23	12/19/2023	4,415.62
			Total Disbursements Issued in December	**$ 1,973,643.64**

California Online Public Schools Northern California

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60069	Alhambra	Drinking Water - 11/17/23	12/6/2023	$ 86.43
60070	Courtyard by Marriot	Facility Rental - 05/13/24 - 05/17/24	12/6/2023	4,910.63
60071	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	31,790.07
60072	Pitney Bowes Global Financial Services LLC	Past Due Fee	12/6/2023	35.00
VOID	Squeaky Clean	Janitorial Svcs - 11/08/23 - 12/05/23	12/6/2023	VOID
60074	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 07/23-10/23	12/13/2023	2,504,408.62
60075	C3 Builders, Inc.	Maintenance & Repair Svcs - 12/05/23	12/19/2023	1,623.36
60076	Corodata Shredding Inc	Shredding Svcs - 11/01/23, 11/28/23	12/19/2023	78.00
60077	ODP Business Solutions	Office Supplies	12/19/2023	133.03
60078	Oxford Consulting Services Inc.	SpEd Svcs - 10/23	12/19/2023	8,741.56
60079	Pearson Virtual Schools USA	SpEd Svcs - 11/23	12/19/2023	1,700.00
60080	The Phillips Academy	SpEd Svcs - 11/23	12/19/2023	5,589.00
60081	Teamwork Speech Therapy Inc	SpEd Svcs - 11/23	12/19/2023	300.00
60082	TinyEye Therapy Services	SpEd Svcs	12/19/2023	249.55
60083	Squeaky Clean	Janitorial Svcs - 11/08/23 - 12/05/23	12/20/2023	1,700.00
60084	AT&T	Communication Svcs - 11/07/23 - 12/06/23	12/21/2023	1,074.31
ACH	Chase Bank	Bank Fee	12/15/2023	98.44
ACH	Modesto Irrigation District	Utilities	12/26/2023	236.32
			Total Disbursements Issued in December	**$ 2,562,754.32**

California Online Public Schools Academy North Bay

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30013	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	$ 2,565.00
30014	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 07/23	12/13/2023	232,898.60
30014	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 08/23	12/13/2023	232,898.60
30014	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 09/23	12/13/2023	232,898.60
30014	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 10/23	12/13/2023	232,898.60
30015	Samanths Boyd-Saez	Reimb - 11/22/23	12/19/2023	16.67
30016	Oxford Consulting Services Inc.	SpEd Svcs - 10/23	12/19/2023	570.31
30017	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 11/23	12/19/2023	390.00
ACH	Pearson Virtual Schools USA	Educational Services	12/1/2023	50,426.25
ACH	Chase Bank	Bank Fee	12/5/2023	4.00

Total Disbursements Issued in December $ 985,566.63

California Online Public Schools Southern California

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Cash Account Chase x 7900				
ACH	Fedwire Tax Services	Tax Services	11/14/2023	$ 1,404,951.68
ACH	Fedwire Tax Services	Tax Services	11/24/2023	1,458.00
ACH	Fedwire Tax Services	Tax Services	11/29/2023	237,264.52
			Total Disbursements Issued in December	**$ 1,643,674.20**
Cash Account Chase x 7959				
ACH	Chase Bank	Bank Fee	12/15/2023	$ 95.61
10262	Brandastic, Inc.	Markrting - 12/23	12/6/2023	21,000.00
10263	Charter Impact, Inc.	Business Mgmt Svcs - 12/23	12/6/2023	45,833.00
10264	City of Carlsbad Parks & Recreation	Facility Rental - 03/21/24	12/6/2023	98.00
10265	CliftonLarsonAllen LLP	Audit Svcs - Progress billing for the year ended 06/30/23	12/6/2023	40,530.00
10265	CliftonLarsonAllen LLP	Audit Svcs - Week Ending 11/25/23 Professional	12/6/2023	40,530.00
10266	Corodata Records Management Inc.	Document Storage Mgmt - 08/23	12/6/2023	60.95
10267	Crown Facility Solutions Inc	Janitorial Svcs - 12/23	12/6/2023	1,296.00
10268	El Paseo Childrens Center Inc.	SpEd Svcs - 09/23	12/6/2023	115,261.00
10269	Yessenia Gaines	Reimb - 10/02/23 - 10/31/23	12/6/2023	275.10
10270	Hampton Inn & Homewood Suites Chula Vista Eastlake	Facility Rental - 04/29/24 - 05/03/24	12/6/2023	1,575.00
10271	Headstand	Consulting Svcs - 12/23 Retainer 10% Basic Expense Fee	12/6/2023	36,000.80
10271	Headstand	Consulting Svcs - Retainer	12/6/2023	36,000.80
10272	Hilton Garden Inn - Fontana	Facility Rental - 04/29/24 - 05/02/24	12/6/2023	3,486.06
10273	IXL Learning Inc	Licence	12/6/2023	10,250.00
10274	PC Connection Sales Corp	MacBook Pro (10) & Return Shipping Label MFG# RSL	12/6/2023	28,467.42
10275	School Services of California Inc.	Consulting Svcs - 10/23	12/6/2023	325.00
10276	T-Mobile	Communication Svcs - 10/21/23 - 11/20/23	12/6/2023	678.64
10277	T-Mobile	Communication Svcs - 10/21/23 - 11/20/23	12/6/2023	2,781.37
10278	Pearson Virtual Schools USA	PVS Invoice - Accounting & Regulatory Reporting - 07/23-10/23	12/13/2023	12,714,039.54
10279	Clever Inc.	Licence - 01/05/24 - 01/05/25 (9182)	12/13/2023	55,092.00
10280	A-1 Self Storage	Storage Rental - 12/12/23 - 06/07/24	12/19/2023	3,622.00
10281	Branche Jones	Consulting Svcs - 11/23	12/19/2023	4,000.00
10282	Charter Impact, Inc.	Rush Processing Fee - 11/23	12/19/2023	150.00
10283	City of San Juan Capistrano	Business License Renewal	12/19/2023	15.30
10284	Corodata Records Management Inc.	Document Storage Mgmt - 11/01/23 - 11/30/23	12/19/2023	193.44
10285	Document Tracking Services	Document Tracking Svcs - 12/15/23 - 12151/24	12/19/2023	2,650.00
10286	Effectual Educational Consulting Services	SpEd Svcs - 09/23	12/19/2023	21,345.00
10287	FeldCare Connects	SpEd Svcs - 11/23	12/19/2023	150.00
10288	Yessenia Gaines	Reimb - 11/01/23 - 11/30/23	12/19/2023	137.55
10289	Kellogg West Conference Center	Facility Rental - 04/22/24 - 04/26/24	12/19/2023	7,600.00
10290	Law Offices of Michelle Won	Legal Svcs - 11/23	12/19/2023	1,182.50
10291	McGraw Hill LLC	Textbooks - Acctively Learn Scince 1 YR (824)	12/19/2023	5,562.00
10292	NCS Pearson, Inc.	Textbooks	12/19/2023	5,937.00
10293	Netrix	Professional Svcs - 12/01/23 - 12/31/23	12/19/2023	3,080.00
10294	Oxford Consulting Services Inc.	Enrichment Svcs - 08/23 - 10/23	12/19/2023	140,341.35
		11 iPadPro, Magic KeyBoard, Apple Pencil 2nd Gen	12/19/2023	
		15.6 Inch Monitor	12/19/2023	
		6 Inch Monitor	12/19/2023	
10295	PC Connection Sales Corp	AppleCare Plus for iPad 11	12/19/2023	9,294.97
		AppleCare Plus for iPad 12.9	12/19/2023	
		iPad(1), Magic KeyBoard(1), Apple Pencil (1)	12/19/2023	
		VIP-E ABPro DC Nmd L3 5M (10)	12/19/2023	
10296	Pearson Virtual Schools USA	SpEd Svcs	12/19/2023	7,615.00
10297	Philadelphia Insurance Companies	Insurance Svcs - 10/01/23 - 24 25% Down & 11 Monthly Install	12/19/2023	16,398.78
10298	Photo Booth	Photo Booth - 06/23	12/19/2023	795.00
10299	Pitney Bowes Global Financial Services LLC	Postage Machine Lease - 11/20/23 - 02/19/24	12/19/2023	841.28
10300	Santa Margarita Water District	Water Svcs - 11/07/23 - 12/05/23	12/19/2023	216.59
10301	Stanford Sierra Youth & Families	SpEd Svcs - 09/23 - 10/23	12/19/2023	1,760.00
10302	TeachTown	Licence - 02/20/24 - 06/30/24 & 07/01/24 - 06/30/27 (289	12/19/2023	158,503.12
10303	Eric Thompson	Repairs - 11/21/23	12/19/2023	100.00
10304	TinyEye Therapy Services	SpEd Svcs	12/19/2023	1,783.00
10305	TTC4SUCCESS	SpEd Svcs - 10/23 - 11/23	12/19/2023	183,122.82
10306	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 11/23	12/19/2023	16,173.67
10307	AT&T	Communication Svcs - 11/07/23 - 12/06/23	12/21/2023	530.70
10308	Corodata Shredding Inc	Shredding Svcs - 11/13/23	12/21/2023	39.00
10309	Department of Justice	Fingerprinting Svcs - 11/23	12/21/2023	469.00
10310	The Hartford	Workers Compensation Ins - 7/1/23-7/1/24 - 17143054 4 Pay	12/21/2023	373.45
10311	Lewis Roca Rothgerber Christie LLP	Copyright Attorney Retainer Fee - 12/12/23	12/21/2023	1,000.00
10312	Parsec Education Inc	Licence - 01/01/24 - 12/31/24	12/21/2023	65,250.00
10313	PC Connection Sales Corp	3D Printer MFG#MRX53LL/A; Apple MBP M3Pro/Max MFG# SL9L2LL/A15.6 Inch Monitor	12/21/2023	9,400.54
10314	Pitney Bowes Bank Inc Purchase Power	Postage - 11/06/23 - 12/06/23	12/21/2023	1,513.50

California Online Public Schools Southern California

Check Register

For the period ended December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10315	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 10/23	12/21/2023	2,044.00

Total Disbursements Issued in December $ 13,826,866.85

Coversheet

Approval of CalOPS SoCal Material Revision (attached)

Section:	IV. Consent Items
Item:	F. Approval of CalOPS SoCal Material Revision (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalOPS SoCal Charter Material Revision - 1.19.24.pdf

CALIFORNIA ONLINE PUBLIC SCHOOLS

CALIFORNIA ONLINE PUBLIC SCHOOLS SOUTHERN CALIFORNIA Formerly known as CALIFORNIA CONNECTIONS ACADEMY SOUTHERN CALIFORNIA AND CAPISTRANO CONNECTIONS ACADEMY

CHARTER RENEWAL

Approved by

Capistrano Unified School District

On December 12, 2018

WITH AMENDMENT APPROVED JULY 15, 2020
AND AMENDMENT APPROVED APRIL 21, 2021
AND AMENDMENT APPROVED XXXX

Charter originally approved on June 14, 2004
And renewed on
May 11, 2009 and March 26, 2014

CONTACT:
Dr. Richard Savage, Superintendent
California Online Public Schools
rsavage@ californiaops.org

Table of Contents

COVER LETTER 1
EXECUTIVE SUMMARY 3
HISTORY AND ACCOMPLISHMENTS 5
Enrollment and Demographics 7
Academic Accountability 9
Parent Satisfaction 16
Accomplishments 18
I. FOUNDING GROUP 23
I.A GOVERNING BOARD 23
I.B SCHOOL LEADERSHIP 25
I.C OTHER SUPPORT 29
II. EDUCATIONAL PHILOSOPHY AND PROGRAM 31
II.A MISSION 31
II.B EDUCATIONAL PHILOSOPHY 31
II.C HIGH SCHOOL PROGRAMS 40
II.D STUDENTS TO BE SERVED 40
II.E CURRICULUM AND INSTRUCTIONAL DESIGN 41
II.F PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING 52
II.G PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING 56
II.H PLAN FOR ENGLISH LEARNERS 57
II.I PLAN FOR SPECIAL EDUCATION 60
III. ASSESSMENT AND USE OF DATA 64
III.A MEASURABLE STUDENT OUTCOMES 64
III.B ACADEMIC ACCOUNTABILITY SYSTEM 68
III.C METHOD(S) OF ASSESSMENT 69
III.D USE AND REPORTING OF DATA 73
IV. GOVERNANCE 75
IV.A GOVERNANCE STRUCTURE 75
IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING 80
IV.C SCHOOL SERVICES CONTRACT 81
IV.D GOVERNANCE FOR SUCCESS 81
V. HUMAN RESOURCES AND SAFETY 82
V.A QUALIFICATIONS OF SCHOOL EMPLOYEES 82
V.B COMPENSATION AND BENEFITS 86
V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES 89
V.D HEALTH AND SAFETY 89
V.E DISPUTE RESOLUTION 96
VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES 98
VI.A STUDENT ADMISSION POLICIES AND PROCEDURES 98
VI.B NON-DISCRIMINATION AND RACIAL BALANCE 102
VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 104
VI.D SUSPENSION/EXPULSION PROCEDURES 104
VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY 110

VII.A BUDGETS 110
VII.B FINANCIAL REPORTING 114
VII.C INSURANCE 115
VII.D ADMINISTRATIVE SERVICES 118
VII.E FACILITIES 118
VII.F TRANSPORTATION 119
VII.G AUDITS 120
VII.H CLOSURE PROTOCOL 121
VII.I SCHOOL SERVICES CONTRACT 123
VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL, AND REVOCATIONS 123
VIII.A ACCOUNTABILITY REPORTS 123
VIII.B TERM OF THE CHARTER 124
VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES 125
VIII.D REVOCATION 125
VIII.E RENEWAL AND AMENDMENT PROCESS 126
IX. IMPACT ON THE CHARTER AUTHORIZER 127
IX.A CUSD's MISSION 127
IX.B BENEFITS 128
IX.C FACILITIES 128
IX.D ADMINISTRATIVE SERVICES 128
IX.E CIVIL LIABILITY EFFECTS 129
X. ASSURANCES 130

Table of Figures

Figure 1. 15 Elements of a Charter Petition 2
Figure 2. Enrollment growth based on October census counts. 7
Figure 3. Grade Distribution of CalOPS SoCal as of October, 2017 7
Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Price Meals Criteria as of October 2017. 8
Figure 5. Ethnicity Breakdown of CalOPS SoCal as of October 2017. 8
Figure 6. Historical Academic Performance on API. 9
Figure 7. SBAC English Language Arts/Literacy State Test Proficiency 2016-17. 10
Figure 8. SBAC Math State Proficiency 2016-17. 10
Figure 9. CalOPS SoCal CCSA Academic Accountability Report 2016-17. 12
Figure 10. CalOPS SoCal CCSA Academic Accountability Report 2015-16. 13
Figure 11. CalOPS SoCal CCSA SSM Infographic with 2015-16 data. 14
Figure 12. CalOPS SoCal 2018 Parent Satisfaction Survey Results 16
Figure 13. College Acceptances. 21
Figure 14. Learning Triad. 37
Figure 15. ADDIE – Curriculum Development Framework. 44
Figure 16. Time Spent Online by Grade Span. 48
Figure 17. Intervention Cycle. 53
Figure 18. Assessment Objective Performance Report (AOPR). 54
Figure 19. Response to Intervention. 54
Figure 20. Visual of the Intervention Indicators. 55
Figure 21. Additional Information Provided for Multi-tiered Intervention Area. 56
Figure 22. Explanation of Codes. 56
Figure 23. Teacher's Homepage 74
Figure 24. Students with Overdue Lessons 74
Figure 25. Specific Student Grade Book 74

California Online Public Schools Southern California Renewal APPROVED with amendment 4-21-21

The 15 Elements of a Charter Petition

Education Code section 47605 requires petitioners to provide a reasonably comprehensive description of the 15 elements outlined in the Education Code Section 47605(c)(5)(A-O)[1] and are summarized in Figure 1.

Figure 1. 15 Elements of a Charter Petition

15 Elements Outlined in the Education Code	Location in the Charter Petition
1. The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.	Section II, especially II.B, II.C, and II.E
2. The measurable pupil outcomes identified for use by the school.	Section III – III.A – III.D
3. The method by which pupil progress in meeting those pupil outcomes is to be measured.	Section III.D
4. The school's governance structure, including parental involvement.	Section IV
5. The qualifications to be met by individuals employed by the school.	Section V.A
6. Procedures to ensure health and safety of pupils and staff.	Section V.D
7. The means by which the school will achieve racial and ethnic balance among its pupils, reflective of the general population residing in the district.	Section VI.B
8. Admissions requirements, if applicable.	Section VI.A
9. The manner in which annual financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved.	Section VII.G
10. The procedures by which pupils may be suspended or expelled.	Section V.D
11. Provisions for employee coverage under the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.	Section V.B
12. The public school alternatives for pupils residing within the district who choose not to attend charter schools.	Section VI.C
13. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.	Section V.C
14. Dispute resolution process.	Section V.E
15. The procedures to be used if a charter school closes.	Section VII.H
Additional Required Information	
1. Budget and cash flow projections, including start-up costs, three-year operational budget and three years of cash flow statements	Section VII.A
2. Description of founding team	Section I.A
3. Facilities plan	Section VIII.A
4. Potential impact on the authorizer	Section IX
5. A declaration whether or not the charter school will be the exclusive public school employer of the charter school employees.	Section V.C., X.

[1] http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605.&lawCode=EDC

EXECUTIVE SUMMARY

California Online Public Schools Southern California (abbreviated herein as CalOPS SoCal and formerly known as California Connections Academy Southern California and Capistrano Connections Academy) has set a new standard for virtual education excellence in California. Students have benefitted from a top-quality curriculum that meets California Common Core State Standards. Each student has a Personalized Learning Plan and one or more fully qualified California-certified teachers working with expert curriculum specialists to tailor the curriculum to meet that student's individual learning needs.

More than an online school, CalOPS SoCal is a virtual learning community that connects students, teachers, and families through unique technology tools, as well as synchronous and one-on-one interaction. Students and their families can count on sophisticated support for their curriculum, technology, special education, and digital learning platform needs, so that they can focus on academic progress and achievement. Consistent with applicable law, as a virtual school, CalOPS SoCal serves students in grades K-12 in Orange, San Diego, San Bernardino, Riverside, and Los Angeles counties. Over the past fourteen years since first opening, CalOPS SoCal has provided an outstanding educational choice for families in Orange County and contiguous counties and will continue to do so, in addition to helping to build awareness of Capistrano Unified School District's (CUSD or the District's) innovative approach to learning.

CalOPS SoCal has met the threshold for charter renewal under California Education Code section 47607 and 52052(e)(4). Based on past performance under the previous accountability system, plus comparison data for the school under the new accountability system, and internal academic measures, the school has demonstrated pupil academic achievement over its charter term, both schoolwide and by numerically significant student subgroups.

CalOPS SoCal "serves highly mobile students with complex needs known to impact academic performance." Students benefit from instruction that is individualized, personalized, and flexible.

CalOPS SoCal 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 involvement in their child's education;
- Students who are medically homebound due to illness or disability;
- Exceptional students who are far ahead of or far behind their peers in school;
- Students pursuing artistic or athletic interests;
- Students who have been bullied;
- Students who 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.

There are currently five other CalOPS virtual public schools in the charter network[2]:

- CalOPS Central Valley opened under a charter authorized by Alpaugh Unified School District in 2006 and serves approximately 450 students in the lower Central Valley,
- CalOPS Ripon opened under a charter authorized by Ripon Unified School District in 2012 and serves approximately 1,150 students in the upper Central Valley and Northern California regions including Sacramento and East Bay,
- CalOPS North Bay opened under a charter authorized by Middletown Unified School District in 2014 and serves approximately 175 students in the North Bay region of Northern California, and
- CalOPS Central Coast opened under a charter authorized by Cuyama Joint Unified School District in 2019 and will serve approximately 200 students in the Central Coast region of southern California.
- CalOPS Monterey Bay opened under a charter authorized by Scotts Valley Unified School District in 2019 and will serve approximately 200 students in the Central Coast region of northern California.

CalOPS SoCal utilizes a developmentally appropriate curriculum which increases its integration of technology as students advance through the grades. Each course includes active learning elements (including online and/or offline activities) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on. CalOPS SoCal courses offer a wide range of resources supporting course content and different learning abilities. The instructional design includes interactive Direct Instruction sessions and threaded discussions.

The curriculum is updated regularly, with updates and improvements communicated to the school's Governing Board[3], based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The Education Management System (EMS) facilitates the effective delivery of the curriculum via an optimal combination of technology and print media. CalOPS SoCal staff members facilitate enriching in-person community activities to round out the comprehensive learning experience.

The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. Students master the core subjects of reading/language arts, mathematics, science, and social studies through a challenging curriculum that meets California Content Standards (including the Common Core State Standards) and are prepared to perform well on the state assessments. High school core courses and many elective courses are also University of California "a-g" and NCAA approved.

[2] Each school operated by California Online Public Schools (CalOPS), a California public benefit corporation, will be updating its name to reflect a change to a unified name convention. The existing California Connections Academy @ Central, the existing California Connections Academy @ Ripon and the existing California Connections Academy @ North Bay will be updated to remove the @ symbol from their names as well as to best reflect the regional areas served. Similarly, existing Capistrano California Connections Academy will be updated to conform to this naming convention as California Connections Academy Southern California as reflected in this charter renewal application.

[3] In this document, use of the term "Board" or "Governing Board" refers to the Governing Board for the nonprofit public benefit corporation that operates CalOPS SoCal, which is California Online Public Schools (CalOPS), unless otherwise specifically indicated as the CUSD Board of Trustees (the Capistrano Unified School District's Board).

CalOPS SoCal's highly trained and experienced California-certified teachers are integral to student and school success. Teachers are in regular contact with students via Email , telephone, Direct Instruction sessions, discussion boards, message boards, and other channels. Teachers motivate, provide instruction, monitor and evaluate student progress, personalize the curriculum, intervene as needed to ensure student success, lead field trips, and clarify the curriculum for the students. Ongoing and comprehensive professional development in online learning pedagogy and curriculum with a focus on common core instructional shifts, data-driven instructional decisions, and the school's adopted Core Competencies for Facilitating Student Learning is an integral part of teacher success with students. Additional California-focused professional development is also offered throughout the year.

CalOPS SoCal integrates school, community, and home. Another critical factor for success is the Learning Coach. The Learning Coach, a parent or other parent-designated caring adult, plays an active role in the learning process, providing input and communicating regularly with teachers. The CalOPS SoCal program integrates school, community, and home via online and face-to-face activities. School staff members in coordination with parent volunteers facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience. Ninety-seven percent of CalOPS SoCal families report that their child/children are satisfied with the program and 95% report that the quality of the curriculum is good or excellent.

Students also have access to more numerous clubs and activities that encourage students to explore interests beyond the classroom, develop leadership skills, and make friends within their school and with students from other schools supported by CalOPS. The school has also established chapters of the National Honor Society and National Junior Honor Society, providing students with additional opportunities for developing social, leadership, and community involvement skills.

HISTORY AND ACCOMPLISHMENTS

CalOPS SoCal was first chartered in June 2004 by the Governing Board of CUSD and was renewed in 2009 and 2014 (under the name Capistrano Connections Academy). This renewal will be the third for the school.

CalOPS SoCal was originally chartered for students in grades K-8. However, during the first year of the school's operation, it became apparent that there was a need for a high-quality virtual program that could serve high school students as well. CalOPS SoCal subsequently requested and received charter amendments to add additional grades. CalOPS SoCal has served students in all grades K-12 as a non-classroom-based, independent charter school since 2008, with enrollment in the high school grade levels making up approximately 50% of the total enrollment.

In recognition of its effective and innovative educational approach, CalOPS SoCal has been accredited for grades K-12 by the Western Association of Schools and Colleges (WASC).

Since the charter opened, the school has grown dramatically. During its first school year, the school served approximately 100 students in grades K-8. As of October 2017, CalOPS SoCal was serving over 3,600 students in grades K-12. Since opening, the school has drawn students from throughout the Southern California area in the contiguous counties around Orange County. Students who reside within CUSD do attend CalOPS SoCal, but the number of district resident

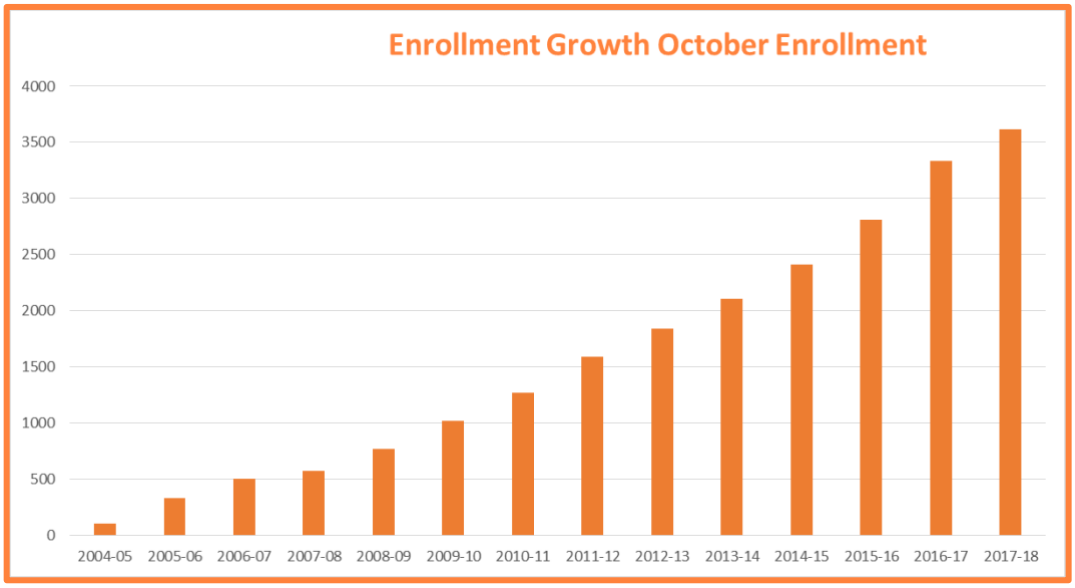
students compared to the total enrollment of the charter school has remained small, at approximately 180 in-district students during the 2017-18 school year.

CalOPS SoCal has experienced a steady increase in enrollment from year to year. School enrollment has increased by approximately 300 new students per year representing an average growth each year of 15% over the past six years.

ENROLLMENT AND DEMOGRAPHICS

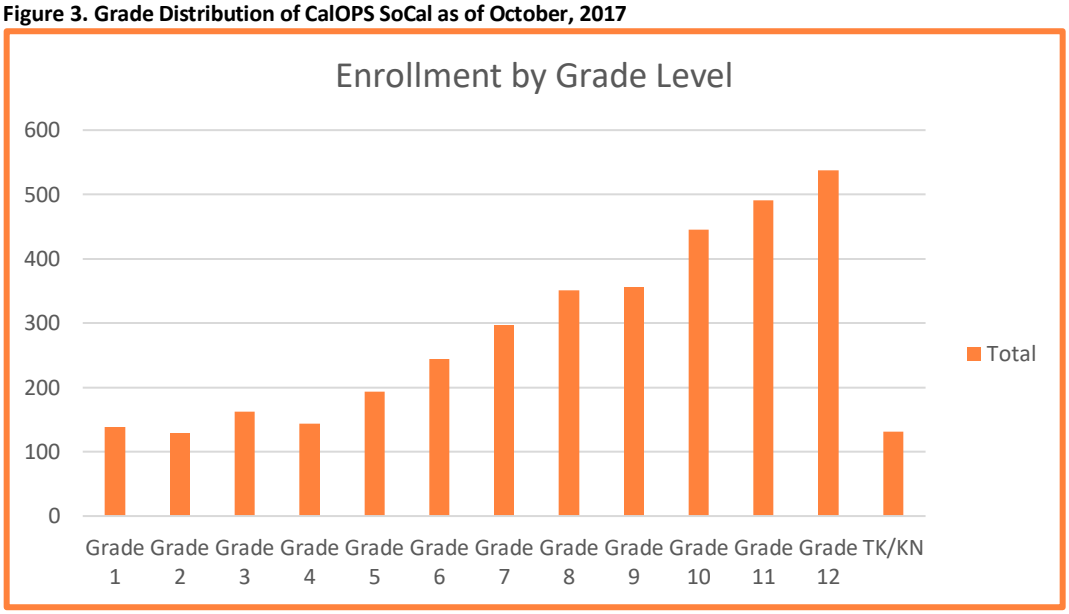
CalOPS SoCal serves a diverse population and has experienced steady enrollment growth. Figure 2 demonstrates the growth trends from school year 2004-05 through 2017-18 for the school which serves grades Transitional Kindergarten (TK) through 12th grade:

Figure 2. Enrollment growth based on October census counts.



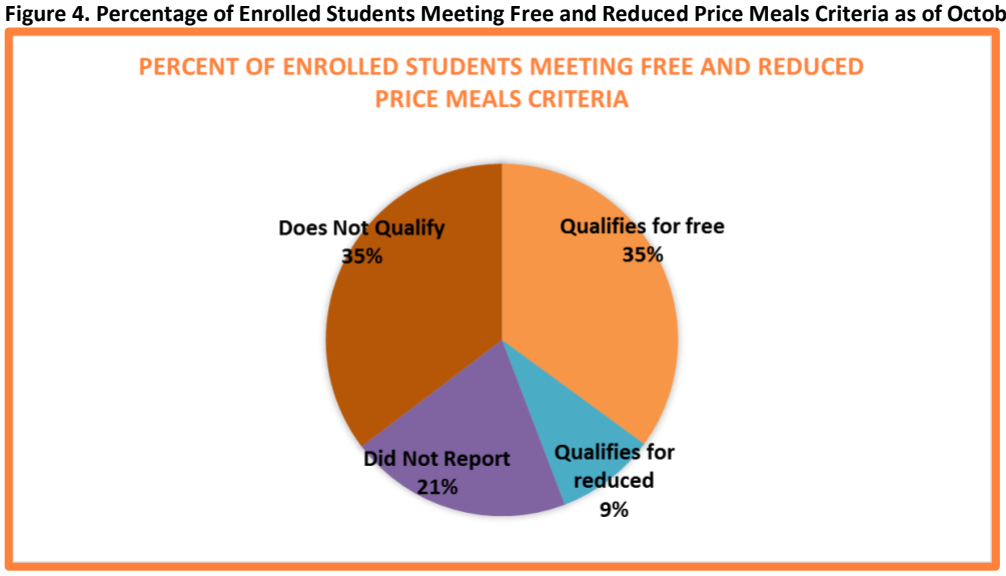
The following data points are compiled based on official state data from CalOPS SoCal. Figure 3 illustrates the grade distribution as of the census count (Fall 1 count) in October of 2017, with grades 9-12 representing the largest number of students.

Figure 3. Grade Distribution of CalOPS SoCal as of October, 2017



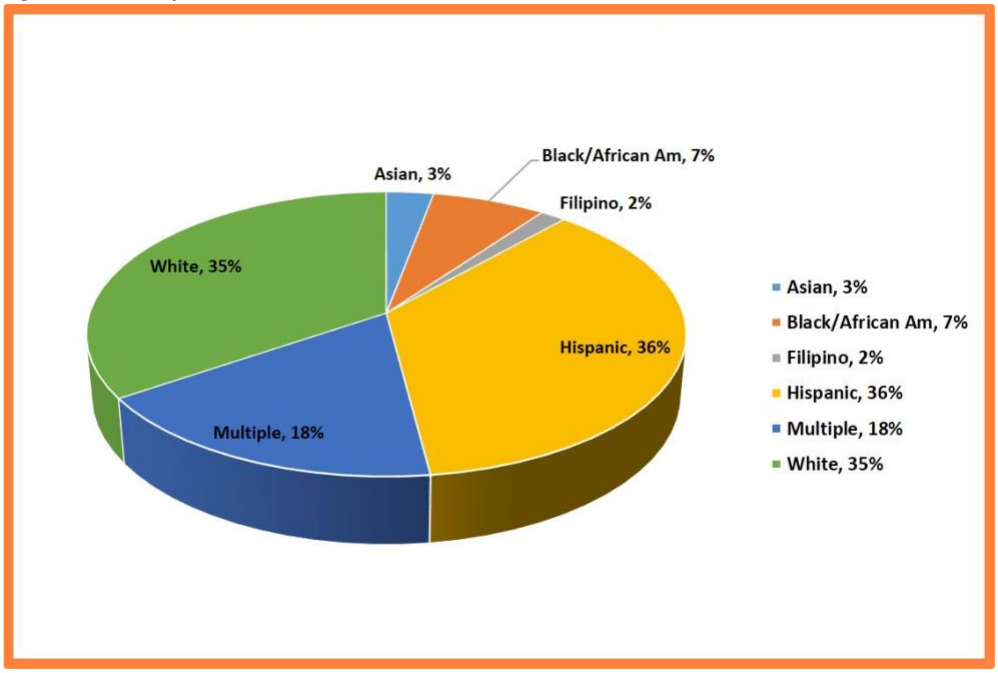
In addition, approximately 44% of the students served by CalOPS SoCal (as of October 2017) are socio-economically disadvantaged, when measured by family income eligibility (defined as income levels that would qualify for free or reduced price meal benefits under federal guidelines), as illustrated in Figure 4. Please note that this number is most likely higher as 21% of families chose not to report this information.

Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Price Meals Criteria as of October 2017.



CalOPS SoCal also serves a diverse student population with 36% of students identifying as Hispanic/Latino, 18% of students identifying as Multiple Races, 3% of students identifying as Asian, and 7% of students identifying as African American, as of October 2017, as illustrated in Figure 5.

Figure 5. Ethnicity Breakdown of CalOPS SoCal as of October 2017.



ACADEMIC ACCOUNTABILITY

California Accountability

The law expressly encourages the renewal of a charter petition as long as the school meets one of the minimum academic standards (Ed. Code, §§ 47607(a)(2); 47605(c).) Under California Education Code section 47607(b), and applied consistent with section 52052(e)(4), in order to qualify for renewal, a charter school must meet one of the minimum renewal criteria.

As shown below, CalOPS SoCal meets at least one of the specific renewal criteria under both California Education Code section 47607 (b) and 52052(e)(4). Based on past performance under the previous accountability system, plus comparison data for the school under the new accountability system, and internal academic measures, the school has demonstrated pupil academic achievement over its charter term, both schoolwide and by numerically significant student subgroups. Since academic achievement should be the most important factor in a renewal under Education Code section 47607(b)(1), CalOPS SoCal qualifies for renewal of its charter.

The information shown in Figure 6 highlights how CalOPS SoCal has met the renewal criteria under California Education Code sections 47607(b)(2) and 47607(b)(3), and demonstrated increases in pupil academic achievement, which is considered the most important factor in renewal under EC 47607 (a) (3) (A). Additional academic achievements are also listed in the Accomplishments section below.

Figure 6. Historical Academic Performance on API.

	Academic Year	Overall API	Statewide Decile Rank	Similar Schools Rank
CalOPS SoCal (most recent three years)				
	2010-11	779	7	9
	2011-12	777	7	7
	2012-13	791	8	9

Using test data from the spring of 2017 (the most recent available for analysis), CalOPS SoCal students met or surpassed the state average in almost all grade levels in English Language Arts, and internal assessment data in English Language Arts analyzed between 2015-16 and 2016-17 demonstrated an increase in this subject area. For math, CalOPS SoCal students met the state average in math in grade 6. While other grade levels performed below the state average in math, some improvements were seen when comparing 2015-16 and 2016-17, especially in grades 5 and 6. During this same time period, the Hispanic subgroup of students increased math scores. The middle school grades have the strongest math scores when compared to state averages. Figures 7 and 8 show grade band performance on the state assessments administered in Spring of 2017.

Figure 7. SBAC English Language Arts/Literacy State Test Proficiency 2016-17.

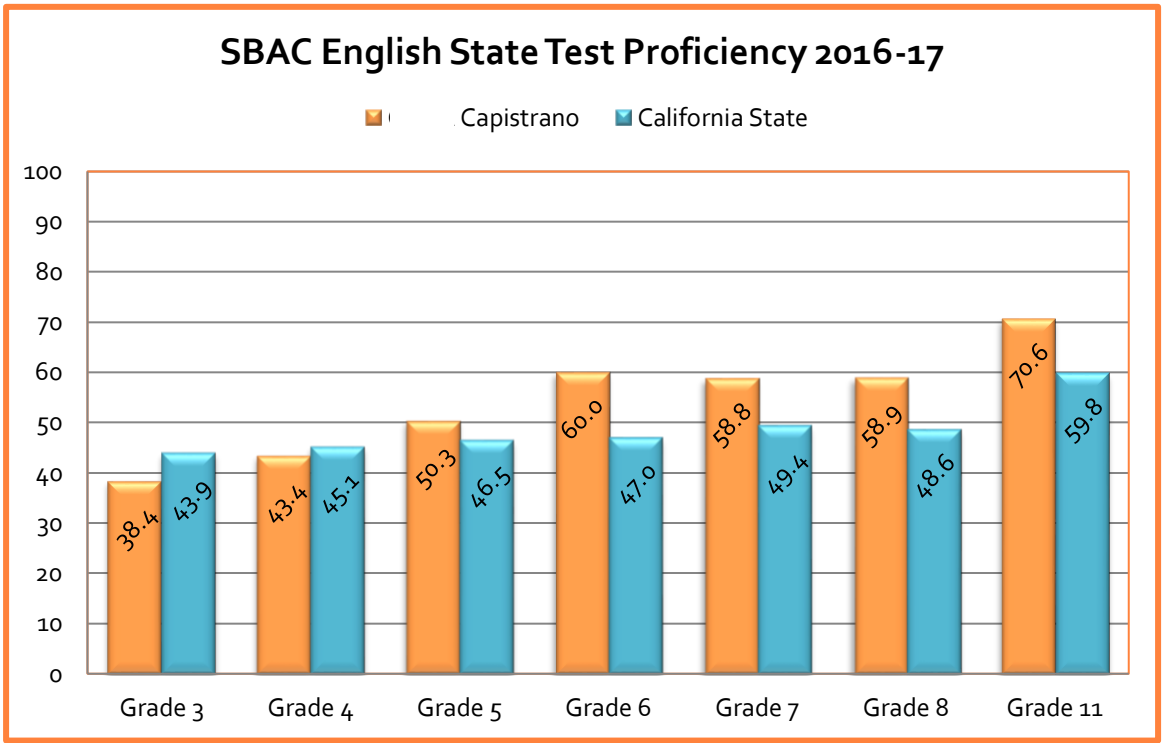
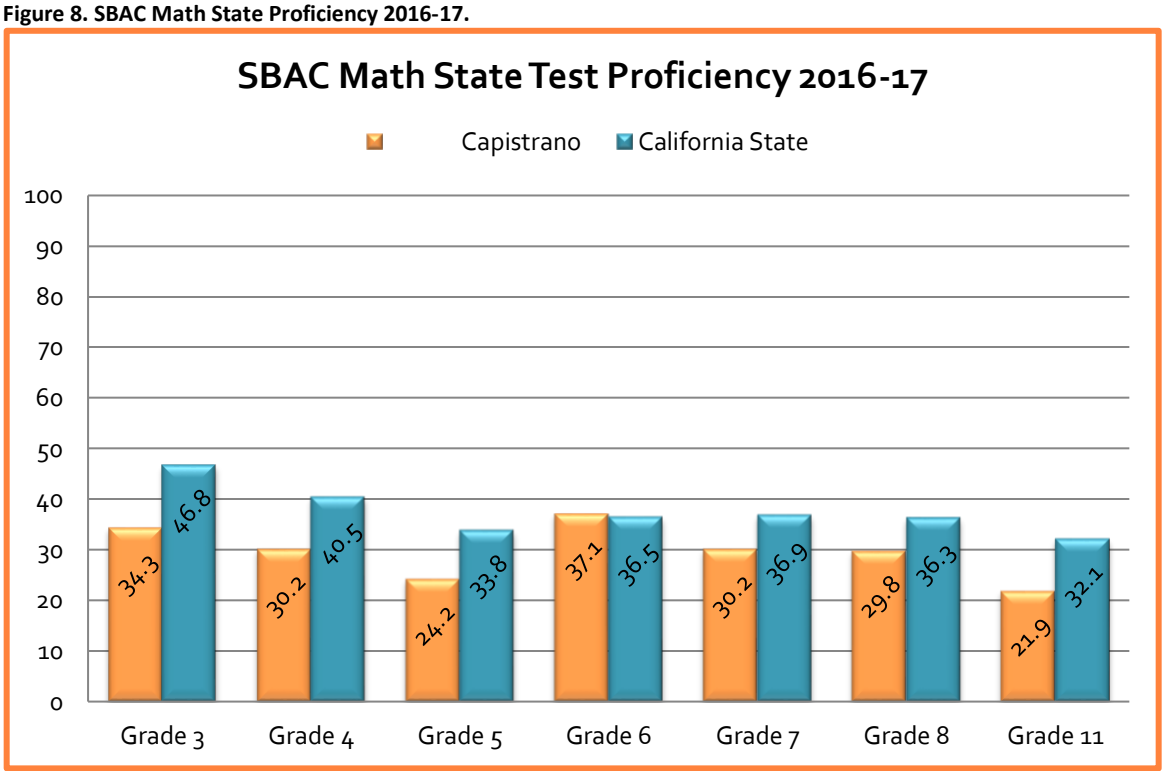


Figure 8. SBAC Math State Proficiency 2016-17.



One important factor to consider is how the school is performing relative to other schools that serve similar populations of students. There are not many public schools which serve students in all grades K-12 and which would therefore have comparable academic data. One previously available method used to analyze how a school is doing relative to other schools was the state's Similar Schools Ranking. CalOPS SoCal was consistently rated very high on this measure—ranging from 7 to 10, and obtaining a rank of 10, the highest possible, in multiple years. While the state has not yet devised a replacement for the similar schools ranking, it is expected that when data is available to compare CalOPS SoCal's academic performance to other schools which serve similar student populations, the school will be able to continue to demonstrate that it is doing well educationally with the students it is serving. The California Charter School Association has already begun comparing data between schools, including both charter schools and traditional public schools. Based on their complex analysis, CalOPS SoCal is currently scoring a 10, the highest possible decile rating, when compared to other public schools serving similar demographics.[5]

The California Charter Schools Association (CCSA) also prepares an annual report that focuses on charter accountability and renewal. As a component of the report, CCSA also prepares a detailed analysis of the Similar Students Measure (SSM) which compares a school's performance on the state tests to a predicted level of performance based upon the student profile. It is akin to the state's Similar Schools Criteria; however, it focuses more on student level data than school wide data. This is one of the measures used by CCSA to review charter school performance. The CCSA annual Academic Accountability Report reviews several additional accountability measures, and CalOPS SoCal meets the CCSA minimum criteria for renewal. The two most recent CCSA accountability reports are provided for CalOPS SoCal. Figures 9, 10, and 11 are illustrations of these CCSA Accountability reports, which can also be found on the CCSA public website (www.ccsa.org/advocacy/accountability).

[5] http://www.ccsa.org/advocacy/accountability/index.html#tab-school_results

California Online Public Schools Southern California Renewal APPROVED with amendment 4-21-21

Figure 9. CalOPS SoCal CCSA Academic Accountability Report 2016-17.

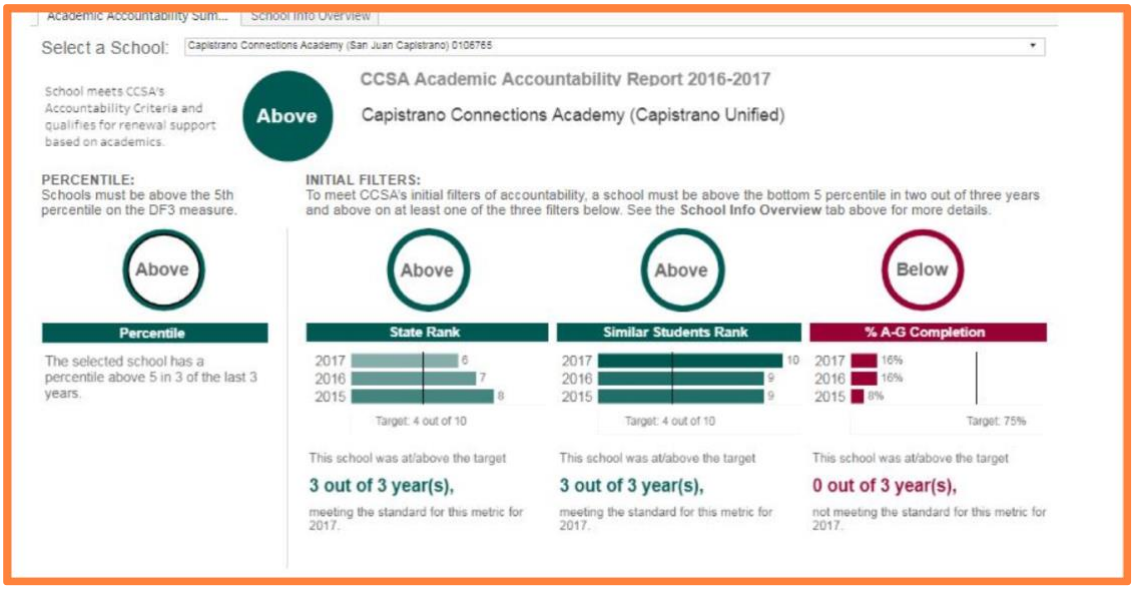


Figure 10. CalOPS SoCal CCSA Academic Accountability Report 2015-16.

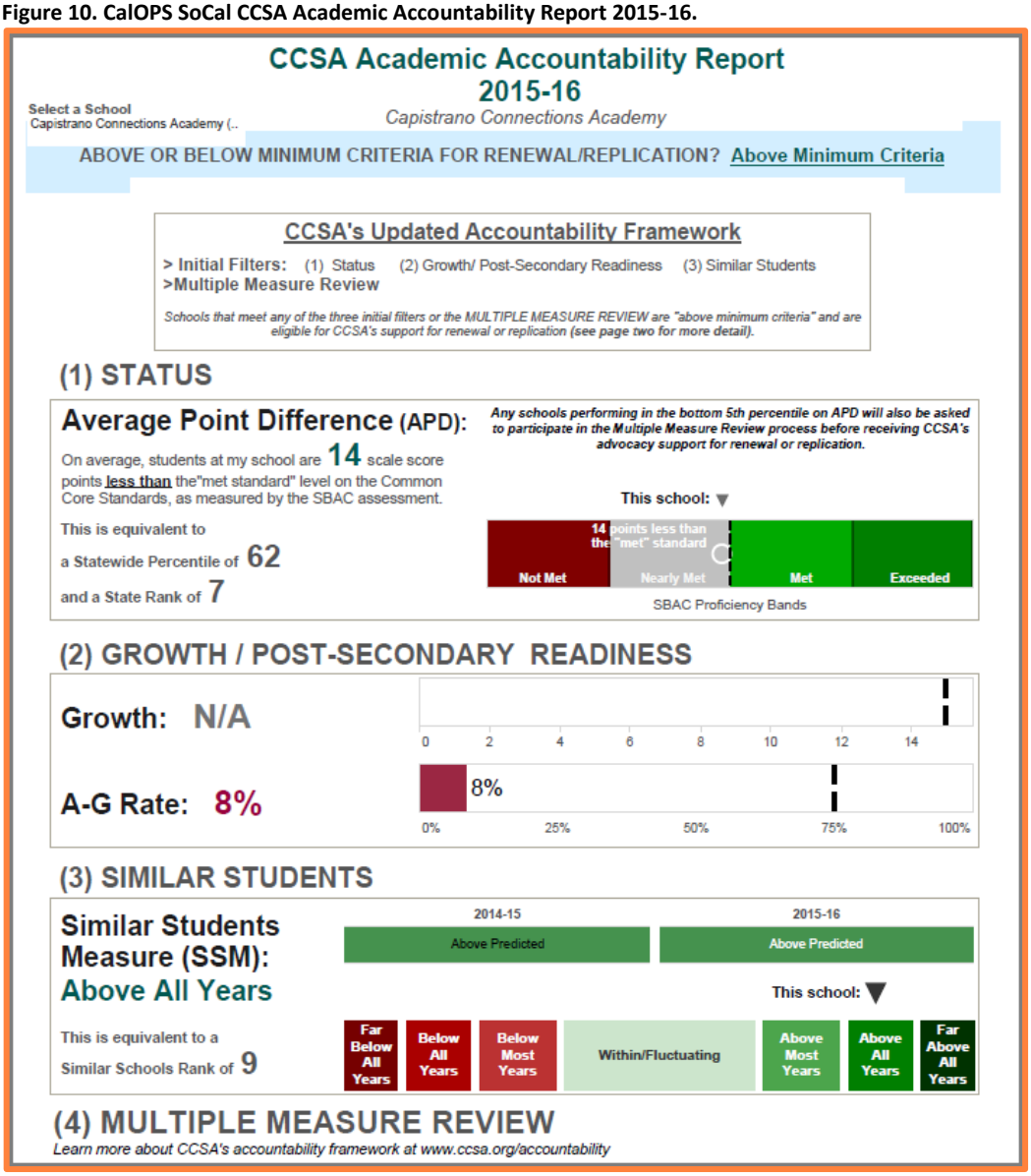
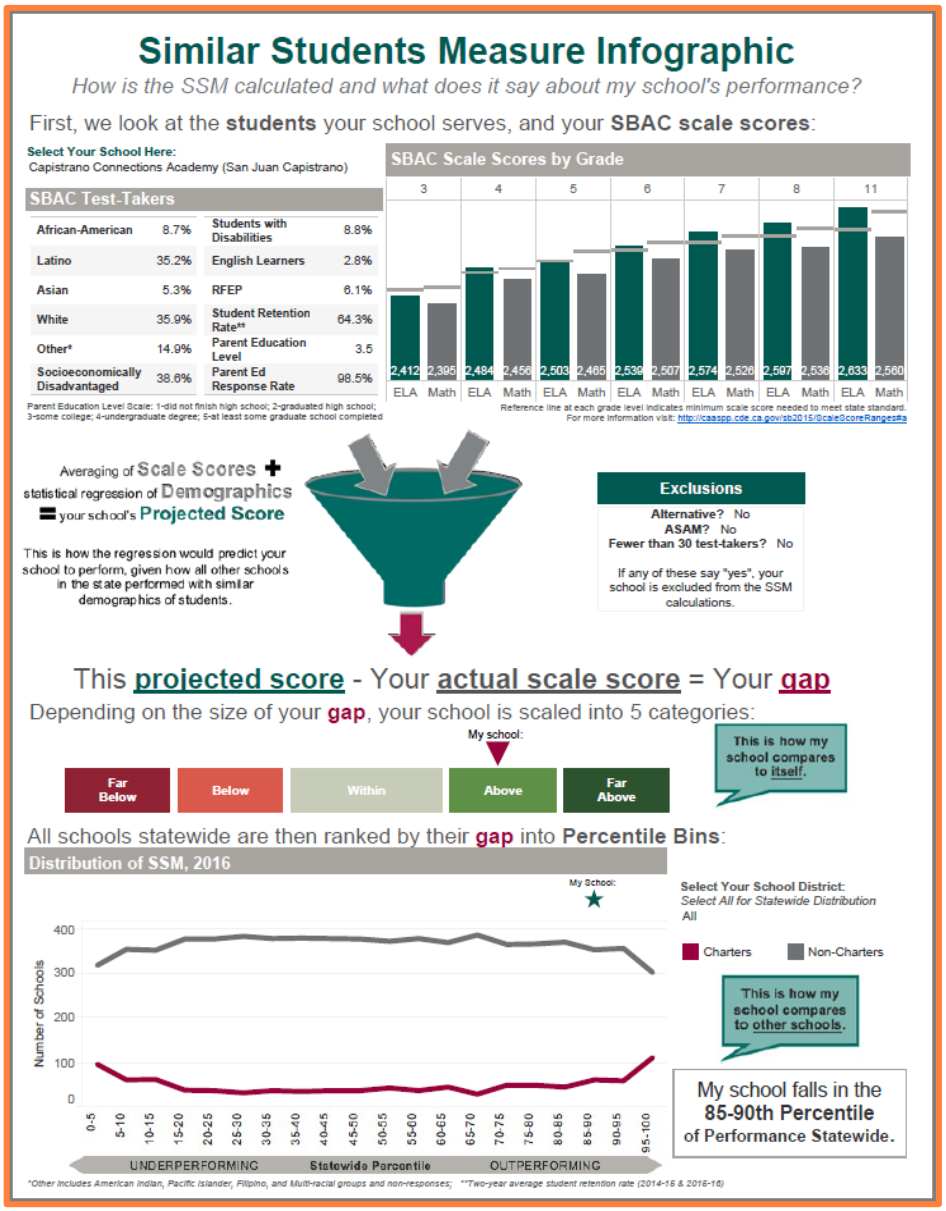


Figure 11. CalOPS SoCal CCSA SSM Infographic with 2015-16 data.



It is important to note that schoolwide standardized test scores may fluctuate from year to year. Student mobility and growth rate are important factors in analyzing academic performance. Due to the unique virtual school program offered, which uses an independent study model, virtual schools experience student turnover both during the year, as well as from year to year. Many students and families choose a virtual school program to serve a unique need for a particular period of time, i.e. medical reasons, sports, family move, bullying, and so forth. Their intent is to solve a family issue and enroll in a virtual school for a limited time.

In the context of the study conducted of representative Connections Academy schools nationally for students enrolled during the 2013–2014 to 2015–2016 academic years, the following comparative statements about the efficacy of Connections Academy schools have been validated:[6]

- There was no statistical difference in percentage scoring proficient in math and reading between student cohorts in Connections Academy schools and cohorts in brick-and-mortar schools that were matched on prior achievement; and after adjusting for district-mean student mobility and school-mean student socioeconomic status and other demographic factors.
- Student cohorts in Connections Academy schools statistically outperformed (by 7.9 percentage points) cohorts in other virtual schools (matched on prior achievement) in terms of the percentage scoring proficient in reading on state assessments.
- There was no statistical difference in percentage scoring proficient in math between student cohorts in Connections Academy schools and cohorts in other virtual schools that were matched on prior achievement.

In addition, the state has used several methods in calculating the school's scores on the CAASPP tests that create a negative impact for any student who does not participate. For example, those students may be assigned the lowest possible score when calculating the school's overall academic performance. Due to the challenges of setting up in-person testing locations, as well as the challenge of many parents who elect to "opt out" of state testing, the school's test scores may be negatively impacted by these methods of calculation in use by the CDE.

Student academic achievement is the highest priority for CalOPS SoCal. Over the past several years, the school has put in place several significant interventions to ensure that student performance exceeds the growth targets, especially among the subgroup populations. These activities have been included in the school's improvement planning, including the Western Association of Schools and Colleges (WASC) Action Plan and the Local Control and Accountability Plan (LCAP). These include:

- Implementing Math We've Got This! and Math Time to Talk;
- Analyzing in-depth assessment data on individual students, which is now even more readily available to teachers and school leadership at the click of a button;
- Targeting intervention courses for students who are underperforming;
- Adding specialized staff dedicated to providing intervention type instruction;
- Expanding the existing intervention programs;

[7] The Partnership for 21st Century Skills, "Framework for 21st Century Learning," May 2015, http://www.p21.org

- Implementing Professional Learning Communities (PLCs) within the faculty;
- Adding targeted professional development for teachers aimed at areas of greatest student need; and
- Adding academic resources and supplemental materials for students who are struggling, especially in math.

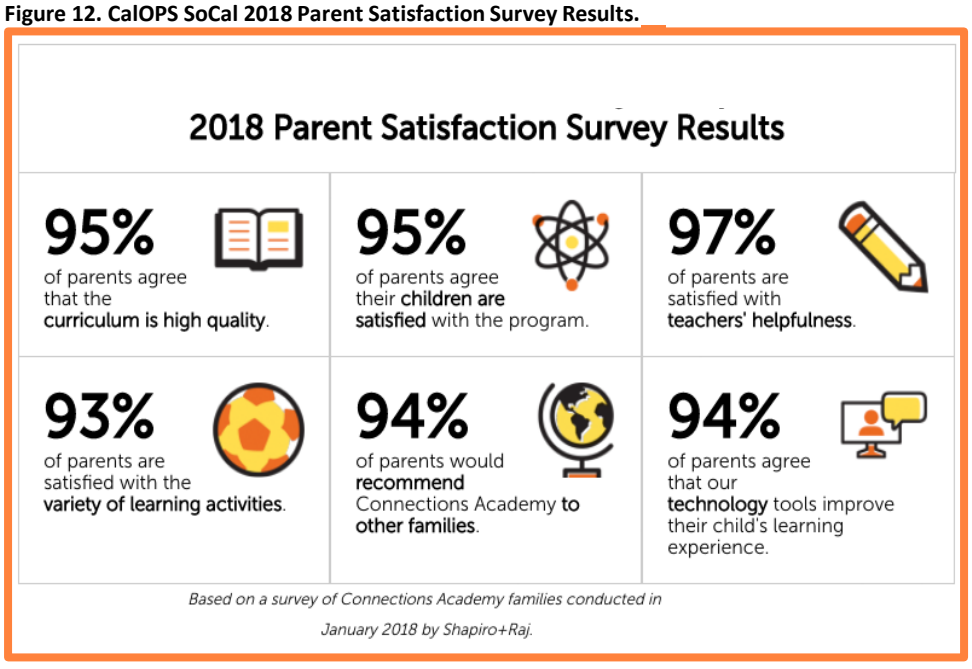
Regularly evaluating the academic performance of students, using student performance data to drive changes and improvements to the school program, increasing use of PLCs, and developing annual goals and plans to increase student academic achievement all demonstrate a dedication and focus on student performance.

PARENT SATISFACTION

Figure 12 presents the most recently compiled parent satisfaction survey results from CalOPS SoCal. The school has consistently received high ratings on annual parent surveys. Parents are surveyed annually; the results are compiled by an independent third-party research firm, and presented to the school staff and its Board. The results over the past three years demonstrate that the school is meeting the parent satisfaction goal laid out in the charter in Section III.A.

Parent surveys provide quantifiable data by which the school leadership can work towards improving various aspects of the school. It also provides a valuable source of parent input into the planning process for school improvement, such as the development of the LCAP. Over the past several years, the percent of parents who have responded to the survey has varied from 35% to 50%. Therefore, these results are considered reflective of the overall experience of the families.

Figure 12. CalOPS SoCal 2018 Parent Satisfaction Survey Results.



The following testimonials are from students and parents currently enrolled. The testimonials were unsolicited and represent a sample of the kudos that the teachers and schools receive on an ongoing basis. Some of the testimonials have been slightly revised for privacy purposes.

CalOPS SoCal Makes Learning Fun

I love [CalOPS SoCal] because I like the hard work and learning a lot. I learn next to my brother and have fun learning time at home with my family. I can also have free time, too. – CalOPS SoCal student

Supporting Exceptional Students

What an amazing 1st year our family has had with [CalOPS SoCal]. My son is thriving (now) since being a student with CA. He has had the most amazing and supportive teachers!! Thank you to them all as well as the support staff for an incredible year! Now on to high school with [CalOPS SoCal]. – CalOPS SoCal parent

Students Have Extra Time for Special Projects

I love [CalOPS SoCal] because I have fun learning with Mom. I have fun times and free time, and I make projects. – CalOPS SoCal student

Good Fit for Family and Lifestyle

We chose an online school because it fits well with our family and lifestyle. We like being able to participate in our children's education and having the organization, flexibility, and structure [CalOPS SoCal] provides. We are able to spend more time on a subject if needed, or advance more quickly. We also feel secure knowing that our children are protected from negative outside influences, including bullying. – CalOPS SoCal parent

The Best of Both Worlds

Thanks to [CalOPS SoCal], I was able to get the best of both worlds: accomplishing my dream as a recording artist and focusing on my grades that will get me into college. – CalOps SoCal student

Flexible Student Schedules

Attending [CalOPS SoCal], I have the flexibility to organize my schedule and my time. I like having the mixture of working at home and having interaction with teachers and other students. – CalOPS SoCal student

Credentialed and Certified Teachers Supporting Students

When my son started middle school, we encountered many issues with the traditional bricks-and-mortar school. It was a very unsafe and hostile environment for any student, and he was becoming unmotivated to write. We wanted to support him and our daughter by finding a better school environment, so we searched the Internet and found several online schools and their presentations. We decided to enroll him in [CalOPS SoCal] because of its teachers' credentials, certifications, and enrichment curriculum; it was a relief to have found this school.

He likes [CalOPS SoCal] for the flexibility of the school; he likes that it's a mixture of homeschool and interaction with students and teachers. He really is on task with school, without being distracted. It gives him the flexibility to organize his schedule and time. He can take classes even when he travels. He likes most of his classes, but his favorite is math, because it helps him to rest his mind from other subjects.
– CalOPS SoCal parent

Appreciating Our Teachers

I just wanted to drop you a little note to thank you and tell you I appreciate you for all the work and extra effort you put in. I wanted to let you know I appreciate you. Thank you very much for all the extra help and effort you put in to the job you do. You do a wonderful job and our family appreciates everything you do. – CalOPS SoCal parent

ACCOMPLISHMENTS

CalOPS SoCal is proud of its accomplishments:

Academic and Educational Achievements

- CalOPS SoCal students exceeded the state average on the 2017 CAASPP tests in English Language Arts in grades 5 through 8 and grade 11.
- CalOPS enrolls many high school students who are credit deficient or who have been out of school altogether for a period of time. While this creates a group of students who are off their cohort for graduation, the school is able to successfully support many of these students so that they are ultimately able to graduate. This population of students causes the four-year cohort graduation rates for CalOPS to be low compared to state averages, however, when five- and six-year cohort rates are calculated, the schools have met the expected graduation targets. In response to the needs of the students served, the school has significantly enhanced its credit recovery program over the past several years.

- When compared to other schools serving similar demographic populations, CalOPS show that they outperform these comparator schools. This was evident in the similar schools' rankings given by the state in past years. Since that ranking has been discontinued, the comparisons done by CCSA have continued to show that the CalOPS are providing a high quality education for the students served, based on high Similar Student Measure rankings and CCSA's similar school ranking metric (see also the Academic Accountability section).
- CalOPS SoCal joined the Tulare SELPA in 2011 and has been successfully managing its Special Education program through its own Local Education Agency (LEA) membership in that Special Education Local Plan Area (SELPA).
- CalOPS SoCal implements a quality Special Education program in a virtual environment, which includes having a Special Education Director and multiple Education Specialists on the school staff. On the most recent parent satisfaction survey, 84% of parents agree that they are satisfied with special education services provided through CalOPS SoCal. Survey responses were provided by 390 parents of children who were diagnosed with a learning disability and have an IEP.
- CalOPS SoCal successfully implements and has expanded programs for Gifted and Talented students (GATE).
- CalOPS SoCal has improved and expanded on the English Learner (EL) program, including introducing credit bearing courses for high school EL students in the fall of 2017.
- CalOPS have shown success with the EL students served. For EL students who took the CELDT test two years in a row, 83% showed improvement in scores from 2013-14 to 2014-15, 55% improved between 2014-15 and 2015-16 and 71% of those tested improved between 2015-16 and 2016-17. (NOTE: Because of changes in the state language test, comparisons were not conducted during 2017-18) In addition, the percent of EL students who were reclassified to fluent was approximately 13% between the fall of 2016 to the fall of 2017 and approximately 16% from the fall of 2015 to the fall of 2016.
- CalOPS SoCal has received positive reports from the Western Association of Schools and Colleges (WASC) during its self-study and mid-cycle reviews. In the most recent mid-cycle review, conducted in spring of 2018 by a WASC Coordinator from the Southern California office, the school received affirmation of all aspects of its program as well as for its ongoing and consistent efforts towards school improvement
- CalOPS SoCal has implemented an Advancement via Individual Determination (AVID) program to support students in grades 6–11 in order to further prepare them for college and other post-secondary options. Grade 12 along with a credit bearing AVID course will be added in 2018-19.
- The CalOPS SoCal 2018 spring graduating class included 34 students graduating with the highest honors with GPAs of 4.0 or higher, as well as 144 additional students graduating with honors (GPA 3.0 to 3.99).
- The CalOPS SoCal graduating class grew from 50 graduates in June 2010 to 389 graduates in June 2018.

- More than eighty courses offered by CalOPS SoCal meet National Collegiate Athletic Association (NCAA) approval.
- CalOPS SoCal has an extensive and growing approved “a-g” course list, since Connections/Pearson Online & Blended Learning are University of California (UC) approved providers, and the school has over 100 courses on the approved "a-g" course list, covering all four core content areas, as well as many electives.
- Recently, over 40 Career Tech Education (CTE) and Visual/Performing Arts courses received “a-g” approval, allowing CalOPS SoCal students to more easily meet the “a-g” requirements while enrolled in an online school setting.
- CalOPS implement and continuously improve instructional materials, methods, strategies, technology, and course offerings in the virtual setting.
- CalOPS hire, retain, and promote excellent staff with all teachers meeting state and federal credentialing requirements.
- CalOPS consistently increase the offerings and effectiveness of staff training and professional development.
- Graduates from CalOPS in 2016-17 were awarded $1,179,984 in scholarships.
- Students who graduated from CalOPS SoCal in 2018 have been accepted at the colleges listed in Figure 13.

Figure 13. College Acceptances.

College Acceptances for CalOPS SoCal 2018 Graduates		
• American Musical and Dramatic Academy • Arizona State University • Art Center College of Design • Azusa Pacific University • Benedictine College • Boise State University • Boston University • Brigham Young University • Butler University • California State Polytechnic University:, San Luis Obispo • California State University: Fullerton • Chaffey College • Chapman University • Coast College • Dominican University of California • Embry-Riddle Aeronautical University • Glendale Community College • Goldenwest College • Grossmont College • Irvine Valley Community College	• Los Angeles Valley College • Mount San Jacinto College • New Mexico Highlands University • Northern Arizona University • Oakwood University • Occidental College • Oral Roberts University • Orange Coast College • Pasadena City College • Pasadena Community College • Point Loma Nazarene University • Portland State University • Rio Hongo Community College • Riverside Community College • Saddlebrook College • Saddlebrook Community College • San Diego Mesa College • Santa Ana Community College • Santa Barbara Community College • Santa Monica College	• Southeastern Baptist Theological Seminary • Santiago Canyon College • School of Visual Arts Southwestern College • St. Mary's College of California • University of Alaska Southeast • University of Arizona • University of California: Berkeley, Irvine, Los Angeles • University of Colorado at Boulder • University of Denver • University of Illinois at Urbana-Champaign • University of La Verne • University of Montana • University of New Orleans • University of Portland • University of Utah • Wake Forest University • West LA College • Westmont College • Western Governor's University

Other Achievements

- 96.8% of CalOPS SoCal parents were satisfied with helpfulness of their teachers according to the 2018 Parent Satisfaction Survey.
- School climate and culture are strong at CalOPS SoCal. Multiple indicators, aligned with the state's educational priorities, demonstrate this. For example, both staff members and families report a very positive experience with the school. Annual surveys show that CalOPS SoCal earns a high level of parent, staff, and student satisfaction.
- CalOPS have increased the number, location, and type of field trips offered to families each year. During the 2017-18 school year, there were over 278 field trip events and 5,790 family members across California attended. CalOPS SoCal had 117 field trips with over 3,900 family members in attendance.
- CalOPS host in-person graduation ceremonies each year for their graduates. In 2017-18, there were approximately 260 senior graduates that attended a commencement ceremony. Total attendance with families was approximately 2,300, not including staff. In-person grade 8 promotion ceremonies are also offered.

- High school students have the opportunity to attend a senior prom and Grad Night. During the 2017-18 school year, 148 students attended prom and seventy attended the winter formal. Sixty-eight students attended Grad Night.
- Families attend multiple school functions, such as picnics and celebrations.
- The school typically offers three picnic events each year to allow family members to meet each other and to meet staff in person.
- CalOPS have an active chapter of both the National Honor Society (NHS) and National Junior Honor Society (NJHS) to further enhance opportunities for both students as well as the communities served by the school.
- School suspension rates are very low at CalOPS SoCal — in some years there are no suspensions for disciplinary reasons — and there have been no expulsions since inception. The School Dashboard shows a “blue” performance ranking on the suspension indicator.
- CalOPS SoCal serves socioeconomically, racially, ethnically, and geographically diverse student populations.
- CalOPS SoCal builds a strong school community through both face-to-face and virtual interactions.
- CalOPS SoCal enjoys a strong partnership with the existing CalOPS non-classroom-based “sister” charter schools located in other areas of the state, which allows the allocation of various resources to maximize access for all students to a comprehensive, full service program, while minimizing fiscal impact.
- CalOPS SoCal performs outreach and participates in many community events, and also collaborates with community organizations. Examples of community involvement include:
- CalOPS SoCal has participated in food drives and provided volunteers to the Second Harvest Food Bank of Orange County, Los Angeles Rescue Mission, and Riverside County Food Bank. The school has participated in multiple community events such as the Los Angeles Times Festival of Books, the San Diego EarthWorks Earth Fair, the Riverside Municipal Airport Airshow, the Riverside Makers Faire, the Orange County Book Festival, Soka University of America International Festival, the San Juan Capistrano Swallow’s Day Festival, the Carlsbad Art Walk Chalk Festival, the Redlands Market Night, Los Angeles Ultimate Women’s Expo, Anaheim Cookie-Con, and the Juvenile Diabetes Research Foundation awareness events. The school’s National Junior Honor Society and National Honor Society chapter have also collected food and supplies for the Ronald McDonald House; supported disabled veterans through the Long Beach Veteran’s Hospital; donated supplies to Southern California-based foster youth, donated books to the Victorville library, participated in epilepsy awareness events and more.

- School staff members routinely speak at conferences on online learning as well as other charter school topics. For example, administrators from the school presented at several conferences in recent years, including the Educating for Careers conference and the International Conference on Learning, the Advanced Placement Annual Conference, and the California Charter Schools Association conference.
- CalOPS SoCal is fiscally stable as evidenced by balanced budgets, adequate cash flow, and stable reserve balances.
- Each of the annual audit reports for CalOPS SoCal since inception have been completed with no findings.
- CalOPS SoCal implements thorough attendance accounting procedures to allow accurate recording of student attendance in a non-classroom based school.
- CalOPS SoCal complies with the requirements of state and federal law as applicable to charter schools.
- CalOPS SoCal complies with the terms of its charter including, but not limited to such areas as Governing Board composition and Governing Board policy, health and safety, human resources, financial reporting, insurance, audits, educational offerings, academic outcomes, and so forth.

I. FOUNDING GROUP

Describe the founding group for the proposed charter school, providing evidence that the applicant(s) possess(es) the necessary background in the following areas critical to the charter school's success and/or that the founders have a plan to secure the services of individuals who have the necessary background in these areas:

- Curriculum, instruction and assessment;
- Finance, facilities, and business management; and
- Organization, governance, and administration

I.A GOVERNING BOARD

CalOPS SoCal is governed by the non-profit Governing Board, California Online Public Schools (CalOPS). The Governing Board has extensive experience functioning as a charter school Governing Board as well as expertise in business, education, technology, and finance. The Governing Board currently consists of the following individuals:

- **Ms. Elaine Pavlich, Board President:** Elaine Pavlich is a transplant to California over 20 years ago from Pennsylvania. She graduated from Reading High School and worked for The Gap in several locations in a management capacity. Upon moving to Southern California, she met her now-husband and continued to work as Store Manager for The Gap in Huntington Beach until leaving on maternity leave in 1999. Being a stay-at-home mom to Wynnter was Ms. Pavlich's true passion. Wynnter had been enrolled in the local brick-and-mortar elementary school for first grade and while Ms. Pavlich helped both in the classroom and with lunch tables and recess monitoring, as well as on the School Site

Council and with the PTA, she felt that she would rather teach Wynnter at home. That brought the Pavlich Family to CalOPS SoCal very soon after the school first opened.

Wynnter graduated from CalOPS SoCal in 2017 and is pursuing a career as a make-up artist. During Wynnter's 11 years enrolled in CalOPS SoCal, Ms. Pavlich was a proud and devoted Learning Coach. She has been on the Governing Board of CalOPS SoCal for about 10 years, serving at various times in the roles of Secretary, Treasurer, and now President. She also served in past years on the CalOPS Ripon's Board as the Secretary. She has proudly been to graduation/promotion ceremonies on behalf of the board and assisted with handing out diplomas to both the eighth graders and seniors. Ms. Pavlich also volunteers with the outreach team to communicate with newly enrolled or families interested in enrolling with CalOPS to learn the perspective of the Learning Coach. This communication is done either by email, phone, online Direct Instruction, or in-person meetings.

- **Ms. Diana Rivas, Board Vice President**: Diana Rivas is an involved parent representative to two children currently enrolled in the California Online Public Schools program. She has a wealth of experience as a manager, team leader, and motivator, including experience in the food service industry. Ms. Rivas has dedicated her life to serving the community, including a local Girl Scout Troop, Venture Crew, local youth sports, church groups, and serving food to those less fortunate. As a Learning Coach, Ms. Rivas understands how children learn differently and how they correlate their growing knowledge to the world around them. Her goal is to continue representing the needs and interests of students and parents. Ms. Rivas started serving as a parent representative in the spring of 2017.
- **Mr. Michael Henjum, Board Treasurer:** Mike Henjum is a life-long educator, serving in various private schools in Orange County for the past 26 years as a teacher, coach, and principal. He is currently the Head of Advancement at Saddleback Valley Christian School in San Juan Capistrano. Mr. Henjum earned his B.A. from Vanguard University, M.Ed. in Educational Leadership from Grand Canyon University, and has completed additional post-graduate work at Portland State University and UC Irvine. Mr. Henjum chose to join this board because of his dedication to schools that provide a rigorous, college-prep curriculum to students and his belief that school choice is an effective way to achieve greater student achievement, with charter schools being one of the most effective vehicles to accomplish this goal. He has also served as Treasurer in past years.
- **Adam Pulsipher, Board Secretary:** Adam Pulsipher is currently serving as the Assistant Administrator for the California Department of Veterans Affairs- Lancaster Home. He has been working with disabled Veterans since 2015. He has enjoyed a career in the operations of Healthcare Facilities for nearly 20 years. He is small business owner and received his Master's in Business Administration in 2015. As a father of five children, quality education is a key part of his family's life. Mr. Pulsipher chose to serve on the Board of Directors to stay connected with the changes in curriculum, teaching styles and modalities, and as a way to serve in his local community. He has been a Board member since 2017.

- **Mr. Paul Hedrick, Board Member:** Paul Hedrick is a public high school math teacher who has been in education for 17 years. He graduated from Brigham Young University with a Bachelor's Degree in Mathematics and then earned a teaching credential in the state of California through Chapman University. He received a Master's in Education with an emphasis on Educational Technology from National University. He has worked in the Natomas Unified School District and is currently employed in the San Juan Unified School District. Mr. Hedrick has participated in textbook adoptions and with leadership groups as part of his educational career. His desire to serve on the Board comes from the feeling that students need multiple options in regards to education.
- **Eric Wickliff, Board Member:** Mr. Wickliffe is an active-duty Parole Agent with over seven years of law enforcement and community safety experience. In May of 2008, Mr. Wickliffe graduated from California State University, Northridge with a Bachelor's of Arts Degree in Psychology. Mr. Wickliffe furthered his academic achievements in May 2015 by graduating with distinction from California State University, Northridge with a Masters in Social Work Degree. He has assisted an array of youth by working as a youth counselor for a juvenile group home and a youth wraparound facilitator for Tarzana Treatment Centers. Moreover, Mr. Wickliffe held the position of Associate Clinical Social Worker/Mental Health Therapist for at risk youth offenders. Mr. Wickliffe has a deep desire to assist individuals from different communities with achieving lifelong success through educational equity. As a result, Mr. Wickliffe has dedicated his time to aid in the development of students by lending a helping hand in the development of useful teaching modalities, identifying groundbreaking educational curriculum and assisting children with becoming the leaders of future generations.

I.B SCHOOL LEADERSHIP

CalOPS SoCal has a strong and experienced leadership team to serve students. The following individuals demonstrate the quality of the leadership team who are responsible for creating high expectations for student achievement and collaboration among all stakeholders.

- **Dr. Richard Savage, Superintendent:** Dr. Savage is the Superintendent of CalOPS. Prior to joining the organization, he served as a Principal for three years at Calistoga Junior-Senior High School (CJSHS), a small rural school located at the northern end of the Napa Valley for students in grades 7–12. At CJSHS, Dr. Savage coordinated a Distinguished School Award, a successful six-year Accreditation from WASC, and a school-wide Project Based Learning implementation. CJSHS had an 80% Free and Reduced Lunch and 50% limited English proficient (LEP) student population. Dr. Savage taught high school Spanish and coached soccer and volleyball for five years. He served as a Vice Principal at an urban socioeconomically challenged high school in Southern California for six years. Dr. Savage earned his Bachelor's degree in Spanish Secondary Education with a minor in Physical Education and Coaching at Brigham Young University. He earned a Master's degree in Education Administration at California State University, Bakersfield and earned a Doctorate Degree in Organizational Leadership at the University of La Verne.
- **Kara Mannix, High School Principal:** Ms. Mannix serves as the High School Principal for

the CalOPS. Her background in education is diverse, with teaching experience in grades 3–12, and administrative experience at elementary, middle, and high school levels. She began her teaching career with Teach for America, and served as a high school Spanish teacher in rural Louisiana. Upon returning to California, Ms. Mannix taught grade 3 in East Palo Alto. She was a middle school math teacher and later an administrator with KIPP Bay Area Schools, and most recently, served as the Vice Principal in Calistoga at both the high school and elementary level. She earned her Bachelor's degree in Psychology from University of California, Davis and her Master's degree in Educational Psychology from Columbia University.

- **Leslie Dombek, High School Assistant Principal:** Ms. Dombek serves as one of the High School Assistant Principals for CalOPS. She has been part of the school organization for over a decade. She began her teaching career at CalOPS SoCal in Southern California in 2005 as an elementary school teacher, teaching grades K–5, and has held several leadership roles within the school, including Master Teacher. She was also previously an Assistant Principal for grades K–8. She earned a Bachelor of Arts degree and her teaching credential from the University of California, Riverside.
- **Scott Ervin, High School Assistant Principal:** Mr. Ervin serves as one of the High School Assistant Principals for CalOPS. Mr. Ervin is a graduate of California State University, Fresno where he earned his Bachelor's degree in English. He earned his teaching credential from Chapman University. His first teaching position was in a self-contained grade 7 class for one year and he then went on to teach high school English for seven years. Mr. Ervin then went back to California State University, Fresno to earn his Master's degree in Educational Leadership and his Administrative credential. After earning his Administrative credential, Mr. Ervin spent three years as an Assistant Principal at the middle school level, before beginning work for CalOPS.
- **Lauren Cunningham, High School Assistant Principal:** Ms. Cunningham serves as one of the High School Assistant Principals for CalOPS. Ms. Cunningham has been involved in education for over 12 years. She began her teaching career working in the brick and mortar setting as a 2nd and 5th grade teacher in Capistrano Unified School District. She joined CalOPS in August of 2008 and taught 3rd grade, including gifted and talented, for nine years. During her time at CalOPS, she moved up the positions on the career ladder as a lead, coordinating, and then master teacher. Ms. Cunningham earned two Bachelor's degrees in Psychology and Sociology from University of California, Santa Barbara, her Multiple-Subject Teaching Credential and Reading Certificate from Cal State Fullerton, and is currently working on earning her Master's degree in Educational Leadership from National University.
- **Heather Tamayo, Middle School Principal:** Ms. Tamayo is the Middle School Principal for CalOPS. Prior to joining the organization, Ms. Tamayo spent the previous seven years working at the middle school level with Palm Springs Unified School District. In that time, she worked largely with English Learners of every stage in language acquisition. She found herself in many different roles, her most rewarding one being in the classroom with the students, forming relationships with them and watching them become fluent English speakers. She earned a Bachelor's degree in History from California State University, Long Beach, and a Master's degree in Educational

Administration from California State University, San Bernardino, and a Master's degree in Cross-Cultural Education from National University.

- **Tracy Pinckney, Middle School Assistant Principal:** Ms. Pinckney is the Middle School Assistant Principal for CalOPS. She started her career as a High School English and AVID teacher as well as a coach in Fresno. She then transitioned into administration, holding several positions such as Dean of Curriculum and Instruction and Student Activities Director, and then most recently as a High School Assistant Principal for five years in Northern California. She takes great pride in the work she has done helping to implement intervention programs and Professional Learning Communities within her schools. One of the most rewarding aspects of her career so far is working with the AVID program and watching students transform into college students before her eyes. Ms. Pinckney earned her Bachelor's degree in Communications from California State University, Fresno and her Master's degree in Educational Administration from National University.
- **Marcus White, Elementary School Principal:** Mr. White is the Elementary School Principal for CalOPS. He was principal of Burton Elementary School in California's Central Valley for three years where he worked to improve student test scores on the California state tests by 20%. He also led his staff to develop a systematic benchmark testing process and provided software training in data analysis to his staff. Mr. White also served as a Vice Principal for two years and was an elementary classroom teacher for three years. In addition, he coached youth sports for six years. Mr. White earned his Bachelor's degree from Chapman University before earning a teaching credential. He earned a Master's degree in Teaching from Chapman to more effectively drive student achievement.
- **Marissa Carter, Elementary School Assistant Principal:** Ms. Carter is a member of CalOPS' leadership team as the Elementary Assistant Principal. Ms. Carter started her teaching career at a blended school in San Diego County and was hired as a teacher with CalOPSin 2009. As a CalOPS teacher, Ms. Carter taught grades 4 and 5, taught the PACE (Program for All Children to Excel) program for language arts and math, served as an Elementary Master Teacher, and was CalOPS' Director of State Testing for CalOPS. Ms. Carter has been impressed with the opportunities teachers at CalOPS have to support students and families on an individual basis, and to form strong relationships with them. Ms. Carter earned her Bachelor's degree in Library Arts from San Diego State University and her Multiple Subject Teaching Credential from National University.
- **Mia Hardy, Director of Counseling Services**: When Ms. Hardy joined CalOPS, she brought extensive school counseling experience at every level: elementary, middle, high school, and post-secondary education. She earned a Master's degree in Educational Counseling and Guidance from California State University, San Bernardino and, in support of her degree, she earned a Pupil Personnel Services (P.P.S.) credential. Ms. Hardy takes proactive therapeutic approaches in order to promote academic, social, and behavior development among all students. She is skilled in working with students of diverse backgrounds, including underrepresented student populations such as African American students, Native American students, and Hispanic/Latino students

from elementary school through undergraduate levels of education. She specializes in program planning and implementation, college readiness, and group counseling.

- **Tanya Gustin, Director of Student Services (Special Education/504/English Learners):** Ms. Gustin has worked in the field of Special Education for over 20 years. She started her career as a behavior technician at a non-public school for students with Autism. Ms. Gustin earned a Bachelor's degree from Sacramento State University, and a Master's degree in Special Education from National University. Over the course of her career, Ms. Gustin has held many positions in the Special Education field including paraprofessional, in-home Applied Behavior Analysis tutor, and Special Day Class Teacher for students with Autism from preschool to postsecondary settings. As an administrator, Ms. Gustin served as a Program Specialist at the Special Education Local Plan Area (SELPA) level. In this role, Ms. Gustin worked closely with multiple agencies to create programs for students in her community with special needs, such as the Collaborative Autism Diagnostic Clinic which is associated with the SoCal Regional Center. Ms. Gustin brings a wealth of knowledge on various special education topics, allowing her to provide ongoing trainings at many levels and present at conferences, such as the statewide Association of California School Administrator (ACSA) conference for Special Education. Just prior to joining the staff of CalOPS, she was Principal for an alternative small school that provided intensive academic and behavior supports for students with Autism and other social/emotional disorders. Her philosophy of special education is that teaching independence and creating independent learners opens doors and opportunities for all students. She encourages compassion, resiliency, grit and positivity in her staff, colleagues, her students and their families.

- **Dr. Richie Romero, Director of Student Achievement:** Dr. Romero is the Director of Student Achievement for CalOPS. Prior to joining the team, he spent 20 years serving communities as a high school science teacher, high school co-administrator, and middle and high school principal. Most recently, Dr. Romero served as the principal of William J. "Pete" Knight High School for three years, a large high school with 3,000 students, 80% of whom receive free or reduced lunch. During his tenure there, Dr. Romero and his team were able to achieve revalidation as an AVID National Demonstration School. In addition, the school's Career Technical Education academy was recognized by Advance CTE as the best STEM based program in the nation for 2018. Before Knight High School, Dr. Romero was the principal of Keppel Academy Middle School for five years. This is a small rural middle school, also with 80% of its students receiving free or reduced lunch. In 2010, when Dr. Romero arrived, the school was on the brink of state sanctions. In 2015, the school was honored as a Gold Ribbon School. Dr. Romero earned his Bachelor's degree in Chemistry from the University of California, Irvine. He earned a Master's degree in Educational Administration from California State University, Bakersfield. Most recently, he earned his doctorate in Organizational Leadership from the University of La Verne. He also currently serves as an adjunct professor for ULV in the Secondary Education Department teaching in the credentialing program.
- **A.J. Schultz, Assistant Director of Student Services:** Mr. Schultz became engaged in the

field of Special Education very early, at the age of 16, working with an autistic cousin. He went on to earn his Bachelor's degree from California State University, San Bernardino, and a Master's degree in Special Education from Azusa Pacific University. Over the course of his career, Mr. Schultz has held many positions in the Special Education field, including Applied Behavior Analysis Case Manager, Special Education Teacher, Special Education Preschool Teacher, Resource Specialist Program teacher, Special Day Class Teacher, and Intervention Program Specialist. Just prior to joining the staff of CalOPS, he was a SELPA coordinator in Los Angeles County. Mr. Shultz also earned a Master's degree in Educational Leadership from Azusa Pacific and is currently working on a Doctorate in Educational Leadership at Cal Poly Pomona. His philosophy of special education is that each individual with a disability is entitled to the support necessary to maximize their potential. He encourages all students to understand and celebrate the differences that make each individual special. He believes that understanding diversity is an important skill, not only as part of a classroom, but also as part of a community and as a citizen of the world.

- **Ashley Silver, Assistant Director of Student Services:** Ms. Silver received her Bachelor's degree and Master's degree from California State University, Fullerton. She is beginning her sixth school year at CalOPS working in the world of virtual education. Prior to her current role, Ms. Silver worked as an Applied Behavior Analysis (ABA) case manager, special education teacher, and instructional assistant. While at CalOPS, Ms. Silver has taught K–8 reading, writing, basic math, and pre-algebra. Ms. Silver was an integral player in co-designing and implementing the school's inclusion plan for students in grades K–12 in online classrooms. She continues to provide training and mentorship in the area of inclusion to online special educators across the nation.
- **Dr. Frances Sassin, Director of Business Services:** Before joining CalOPS, Dr. Sassin performed financial and compliance consulting work for over ten years for three charter schools, including CalOPS. Dr. Sassin began her professional career as a veterinarian. After becoming a parent, however, she began directing her energy into the field of education and has been working with charter schools for over 18 years. Dr. Sassin was one of the founders of the first start-up charter school in Orange County, and was subsequently employed as the school's Business and Operations Manager for two and a half years. Dr. Sassin also served several terms on the Board of Directors of that charter, including terms as President and Treasurer. She earned her Bachelor's degree from the University of California, San Diego and a Doctor of Veterinary Medicine (DVM) degree from the University of California, Davis and continues to provide veterinary services to her community through volunteer activities.

I.C OTHER SUPPORT

- Assisting the Governing Board will be the legal team at **Young, Minney & Corr, LLP**, a law firm with extensive experience in charter school law.

- **Clifton Larsen Allen, LLP:** Also providing assistance for the Governing Board is the audit firm of Clifton Larson Allen. Clifton Larson Allen employs more than 5,400 people, including more than 700 principals and 2,300 CPAs, in more than 110 locations across the United States. The firm is approved by the California Department of Education to audit charter schools and has extensive experience with non-profit accounting and auditing.
- **Support agencies:** CalOPS SoCal is a member of both California Charter School Association (CCSA) and Charter School Development Center (CSDC) and accesses many resources for charter operators from both of these statewide charter support organizations.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

II.A MISSION

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

Provide a clear and concise mission statement that defines the purposes and nature of the charter school. Describe here, as well as within other applicable elements of the application, how the charter will improve learning for the targeted population and increase learning opportunities for its students. ***This statement should be written for understanding by the charter authorizer and the general public.*** *[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(B)]*

CalCA SoCal educates to empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalOPS SoCal is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

II.B EDUCATIONAL PHILOSOPHY

Describe the educational program of the proposed charter school:

- *Identify those whom the school is attempting to educate;*

- *Describe what it means to be an "educated person" in the 21st century; and*
- *Provide the applicant's view of how learning best occurs.*

The goals identified in the educational program must include the objective of enabling students to become self-motivated, competent, and lifelong learners. [Ref. California Education Code §47605 (b)(5)(A)(i)]

Definition of Terms and Elements: CalOPS SoCal's instructional methods, educational philosophy, and program provides educational products and services, always with the oversight and approval of the Governing Board. The following section provides a description of CalOPS SoCal's unique elements that explain how the needs of the student population will be met, and also explains terminology used throughout this application.

- ***Collaboration Among Students:*** Using Zoom or other video conferencing platforms, teachers group students in break-out rooms to allow collaboration. Teachers then "visit" each room to observe student collaboration and provide instruction. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Teachers assign additional collaboration opportunities or have students work together in the online space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.
- ***Curriculum-Based Assessments:*** Teachers use curriculum-based assessments (CBAs), via telephone conversation or through one on one direct instruction sessions, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBAs) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBAs) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.
- ***Education Management System (EMS):*** The EMS is the platform for organizing the school's entire educational environment. This web-based platform and software delivers assignments and tracks activities (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. The EMS operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Parents and students, teachers, administrators, and Learning Coaches access the EMS to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. All new releases and updates of the EMS are automatically provided without interruption to users.
- ***Interactive Reviews***: Interactive reviews are additional practice opportunities that are embedded in the curriculum and serve to give students targeted feedback on concepts and skills.
- ***Learning Coach:*** Parents or other parent-designated caring adults will serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. CalOPS SoCal will promote this significant role of parents by providing a wide array of resources for parents and multiple avenues for communication. Learning Coaches will complete an online orientation designed to

familiarize them with the important role they play in supporting their student as a learner. As part of the CalOPS SoCal program, the Learning Coach Program Development Team offers supports for Learning Coaches.

- ***Direct Instruction Session:*** A real-time web conferencing tool, Direct Instruction sessions allow teachers to work synchronously and directly with individuals or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Zoom or other video conferencing tools.
- ***Multi-tiered Instruction:*** The school employs a multi-tiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The RTI model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support and IEP teams meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.
- ***Personalized Learning:*** This instructional process creates a unique learning experience for each student. During enrollment, academic placement advisors and/or School Counselors review students' past records and performance to properly place them in the school. Throughout the year, teachers monitor students' progress and adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.
- ***Graduation Plan:*** As students advance to high school, teachers, and counselors begin using Graduation Plans. A Graduation Plan defines and tracks requirements that must be accomplished to meet a goal. Teachers and counselors use four-year academic progression plans for students to ensure they are on target for graduation and for meeting their college and career goals.
- ***Student Status/Escalation Process:*** The school tracks and reports ongoing student progress based on the objective quantitative data generated by the EMS. Staff members analyze attendance, participation, performance, assessment submissions, and teacher contact.. The Escalation Process goes into effect when students are in statuses other than "On-Track" in order to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.
- ***Synchronous Contact:*** In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students which allows for real time communication and helps to build a relationship between teachers and students. Teachers schedule Direct Instruction sessions, in addition to other synchronous

interaction (e.g., phone calls), for students. Teachers document all synchronous contact with a student within the student's log in the EMS.

- ***Teacher:*** The school employs fully qualified, California-credentialed teachers, as required by applicable law, who are also specially trained in online delivery and personalized instruction. Teachers primarily work remotely to deliver instruction to an online classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools. Teachers maintain a one-on-one relationship with each student.
- ***Tutorials:*** Tutorials are interactive, asynchronous graphic/video/audio tutorials, and are incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need in order to master learning objectives and standards.
- ***Email:*** The email system is securely located within the EMS. Students, Learning Coaches, and teachers may only use it to communicate with each other, protecting them from those outside of the EMS, and other mainstream email issues.

What is an "educated person" in the 21st century?

Children in the 21st century must become literate and articulate, mathematically competent, scientifically and technologically adept, and have the opportunity to develop their creative and physical abilities. CalOPS SoCal recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated, and age-appropriate, and at the same time aligned to California Common Core State Standards.

Students, including many who have not thrived in the traditional classroom, engage in a challenging learning program tailored to their individual needs and focused on equipping them for success in the 21st century. The curriculum and instructional programs fulfill all of the frameworks put forth by the Partnership for 21st Century Learning[7] which are:

- **Mastery of key subjects:** Students master the key subjects which include English, reading/language arts; world languages; arts; mathematics; economics; science; geography; history; and government and civics.
- **Incorporation of 21st century interdisciplinary themes into academic content:** The curriculum incorporates global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.
- **Use 21st century tools to develop learning and innovation skills:** As the Partnership recommends, students develop proficiency in creativity and innovation; critical thinking and problem solving; and communication and collaboration.
- **Use 21st century tools to develop information, media, and technology skills:** Students develop information literacy; media literacy; information, communication, and technology literacy.

[7] The Partnership for 21st Century Skills, "Framework for 21st Century Learning," May 2015, http://www.p21.org

- **Students will develop life and career skills:** Students develop adequate life and career skills, including flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; and leadership and responsibility.
- **Use 21st century support systems to ensure student mastery of 21st century skills:** 21st century standards, assessments, curriculum and instruction, professional development, and learning environments are aligned to produce a support system that produces 21st century outcomes for today's students.

The individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. In these ways, CalOPS SoCal meets the objective of producing students who are self-motivated, competent, lifelong learners.

How does learning best occur?

Children learn best in a safe, positive environment in which they are respected, accepted, valued, and nurtured as unique individuals and are challenged to achieve their full potential.

From this, it follows that students learn best when the instruction is tailored to their unique needs and when they are supported by adults who are committed to their success.

Personalized Learning

Students learn best when instruction matches their interests, needs, and goals. Through the placement process, pre-, and post-test assessments, and continuous progress monitoring, students in CalOPS SoCal are provided with curriculum materials and instructional resources appropriate to their academic needs.

Students, Learning Coaches, and teachers meet throughout the year to review progress, modify the student's program, and adjust goals as needed. Examples of differentiation include small group sessions, one-on-one instruction, intervention and extension activities, manipulatives, virtual labs and/or graphic organizers, as well as supplemental instructional support programs.

The personalized learning process includes:

- **Review of Student Background and Interests**. Teachers meet with parents/guardians and/or Learning Coaches as well as students to discuss students strengths, interests, learning preferences and previous school performance data during Welcome Calls.
- **Placement and Course Selection**. Starting at the time of placement and course assignment, information given during the enrollment process will be used to select courses based on state requirements and each student's individual learning needs.
- **Regular Communication**. At the start of school, teachers establish a regular communication schedule, at least once every two weeks with students. Teachers review progress daily and communicate with students and Learning Coaches (as appropriate) frequently. Students are encouraged to contact their teachers as often as they wish or find necessary.

- **Universal Screening.** Students in grades TK-11 participate in universal screening and benchmark measures at least two times a year to ensure that students are able to keep pace with grade level skills and standards. Students who are not keeping pace with skills and standards, may be identified as in need of interventions to close the achievement gap and ensure that students are able to receive individualized support.
- **Student Engagement and Performance.** In addition to universal screening tools, teachers regularly review student performance and engagement data including lesson pacing, course performance, and curriculum based assessments to ensure that students are achieving success in their courses and are able to meet the demands of the online learning environment. Students who are not able to remain on track with student engagement and performance metrics may be identified as in need of interventions to support their individualized needs.
- **Setting Goals**. Goal setting is based on all of the information gathered in the initial process and some initial student work samples. Teachers and students work together to set goals and to accomplish these during the school year. Learning Coaches participate in goal setting discussions as well.
- **Schedule Modifications and Electives.** Once the school year gets started, teachers help personalize the learning schedule. For students in grades TK-8, teachers inquire about the student's daily routines and make adjustments to the student's online learning schedule. They also add an elective course when students are ready to handle the additional challenge. Students in grades 9-12 have a six-week add/drop period that can be used to adjust their schedule, as needed.
- **Differentiated Leveled Courses**. As part of a student's personalized performance learning process, teachers or Academic Placement Advisors may recommend that students in 3-8 needing additional support take Essential level courses, and that students needing higher level work have access to Gifted & Talented mathematics, English Language Arts, and science courses. For grades 9-12, students needing additional support may take Foundations level courses. Those students needing a higher level of challenge may take Honors or Advanced Placement® courses.
- **Multi-Tiered System of Support**. CalOPS SoCal utilizes a Multi-tiered System of Support (MTSS) so that individual students receive the support they need in academic and behavioral areas. Data is used throughout the school year to identify, document, and implement an MTSS model for all students. Students' responses to interventions are monitored, and adjustments to the type, frequency, and intensity of support are made as needed.

Key Facets of Instructional Model

An individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. CalOPS SoCal implements an instructional model which incorporates key facets such as 1) the Learning Triad (teachers, Learning Coaches, and curriculum); 2) Counseling Support; and 3) Student Motivation.

1) ***The Learning Triad*:** The instructional model relies on the support of a) fully qualified teachers, b) supportive Learning Coaches, and c) a high-quality, standards-aligned

curriculum. The Learning Triad, consisting of these three elements.Each student has a staff of experts, including California-certified teachers, working together to leverage the school's myriad resources — technological, instructional, and interpersonal — for success. Learning Coaches are also encouraged to, and typically function as, an integral part of the student's learning team.

a. **Fully Qualified Teachers** — Student learning benefits from committed educators who, in collaboration with parents, provide total support. Each student has certified California teachers specially trained in teaching in an online environment, the curriculum, and specific instructional methods. In each of the elementary grade levels or secondary level core subjects, students are taught by a certified teacher with expertise in a particular grade level or content area. Teachers work closely with each student on a one-on-one basis using innovative technology tools. The teacher is responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers add, expand, or replace assignments; they also grade students in each subject for the Grade Book, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact — via telephone, Direct Instruction session, and/or Email — with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per month. Teachers view the student's attendance, participation, and performance on a daily basis via the EMS. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans. Teachers in virtual schools often comment that they understand their students better in the virtual environment than in a traditional classroom since they work with students one-on-one.

b) **Supportive Learning Coaches** — Each student has a Learning Coach who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' California-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving in an important supervisory role for the student.

c) **A high quality, standards-aligned curriculum** — The CalOPS curriculum is aligned to the California Common Core State Standards and Next Generation Science Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.

2) **School Counselor Support:** Each high school student is assigned a credentialed school counselor who provides an extra layer of monitoring for the whole student. This educator, in collaboration with the Learning Coach, develops graduation plans for each student, and closely tracks the student's overall academic progress. Counselors work with students via the phone, email, and online sessions. The student's school counselor provides support in academic, social-emotional, and college and career readiness. Counseling support is also available to students in grades TK-8.

3) **Student Motivation**: Teachers are trained to apply three engagement strategies to their instruction to create a motivational online learning environment by 1) making instruction fun and engaging, 2) providing a safe way to respond, and 3) helping students succeed.
   - **Make Instruction Fun and Engaging:** Teachers are trained to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).
   - **Provide a Safe Way to Respond:** Teachers are shown how to create a welcoming and safe online environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.
   - **Help Students Succeed:** It is incredibly rewarding for teachers to witness their students succeed! They know firsthand how gratified a student feels when he or she grasps a challenging concept or subject, or does well on an assignment. Celebrating student success and achievement increases student motivation.

Asynchronous Model with Synchronous Support

CalOPS SoCal utilizes an asynchronous model that uses synchronous support. In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g., Direct Instruction sessions). Typical synchronous instruction involves teacher-facilitated lessons, targeted small group lessons to teach difficult concepts, group projects, and class discussions. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time. Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded online classroom sessions at home;
- Reviewing course materials online or offline;
- Completing lessons and course assessments; and
- Collaborating with other students via secure discussion boards.

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning approaches allows virtual schools to create a more personalized learning experience that supports different learning styles.

There are many benefits to asynchronous learning. Through asynchronous instruction and materials, students are provided the flexibility to:

- Learn at their own pace, place, and peak times, unconstrained by schedules of others;
- Work at their own level, moving as quickly or slowly through course materials as needed;
- Review difficult materials as often as needed; and
- Explore resources that may be unavailable in the traditional classroom.

There are also several benefits to synchronous learning. Interactivity is the key to synchronous instruction allowing:

- Students to demonstrate their knowledge and practice their communication skills;
- Students to ask questions to deepen their understanding;
- Students to build relationships with their teacher and fellow classmates;
- Teachers to engage students in discussions, problem solving, and group projects;
- Teachers to focus class time on bridging skills gaps; and
- Teachers to build one-on-one relationships with students.

Teachers record class discussions and instructional sessions as asynchronous materials to reinforce learning or accommodate student scheduling conflicts. Together, these two approaches provide teachers and students the best of real-time and any-time learning.

Learning Coaches

Learning Coaches play an active role in the learning process, providing input and communicating regularly with teachers. CalOPS SoCal promotes the significant role of parents by providing training for parents and multiple avenues for communication. Learning Coaches are asked to complete an online training designed to familiarize them with the important role they play in supporting their student as a learner.

Enrolling with a new school raises many questions – CalOPS SoCal offers both assistance and reassurance by providing extensive information about virtual education. The program helps families prepare for a successful school year through such resources as the school website, school leader “Welcome To Our School” videos designed to set expectations about the upcoming

school year, teacher welcomes calls, online orientation courses for Learning Coaches, as well as access to a California parent resource website which provides multiple resource documents, tutorials., video Quick Clips, and helpful links that support Learning Coaches in their role and that provide instructional support to their student.

The school also offers a comprehensive counseling team website, high school student resource and events website and other helpful online resources based on grade level. Extra support is provided by the Learning Coach Mentor team for elementary and high school families as well as dedicated support by the Middle School homeroom teachers. Elementary school also offers beginning of the school year virtual kickoff meetings with families based on students' grade band. Middle and high school families enjoy personalized attention from their homeroom teachers as well as welcome calls from their additional teacher. In addition to English language resources, the school has made a focused effort to create resources for new families in Spanish and Arabic and is developing additional ways to support English learners.

II.C HIGH SCHOOL PROGRAMS

As required by law, CalOPS SoCal notifies parents annually, via the School Handbook (See Exhibit B), of the transferability of courses to other high schools as well as the eligibility of courses to meet college entrance requirements.

Since CalOPS SoCal is accredited by WASC, all of its high school courses are considered transferable to other California high schools. CalOPS SoCal is listed as an online charter school by the University of California Office of the President on the UC Doorways website, following their extensive process to receive approval for online programs. CalOPS SoCal has an extensive list of high school courses that have received "a-g" approval, offering more than 100 courses in all core content areas, including electives.

Many courses are also approved through the National Collegiate Athletic Association (NCAA) through a rigorous approval process to meet requirements for initial-eligibility for college athletes.

The NCAA Eligibility Center approves courses in the areas of language arts, math, science, social studies, and electives that are needed to meet NCAA graduation requirements (a total of 16 core courses are required).

The University of California "a-g" course list currently includes more than 100 high school courses and electives.[13]

II.D STUDENTS TO BE SERVED

Identify the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges. [Ref. Ref. California Education Code §47605 (b)(5)(A)(i) and Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)]

CalCA SoCal's virtual educational model serves students in grades K–12 who reside throughout Orange, San Bernardino, Riverside, San Diego, and Los Angeles counties. Total enrollment for all

[13] https://hs-articulation.ucop.edu/agcourselist#/list/details/1459/

students served throughout the 2017-18 school year exceeded 5,000 students. Initial enrollment for the first day of the 2018-19 school year was over 3,400 students, and the school plans to continue to grow steadily, but responsibly, in subsequent years. Enrollment targets notwithstanding, CalOPS SoCal makes every effort to serve as many students as possible who apply.

CalOPS SoCal addresses a growing need for students to be educated outside of traditional brick-and-mortar schools. This need is substantiated by the dramatic growth of charter schools and other alternative educational programs, including non-classroom based schools, in California. There are many reasons why students seek education outside of traditional brick-and-mortar schools: they may be gifted and need very challenging curriculum and faster pacing; be struggling academically; be homebound; be grappling with social, discipline, and/or other issues; or they may be elite athletes or performers needing flexible scheduling for education.

Since its model has broad appeal among mainstream California families—and yet offers an engaging, teacher-facilitated learning experience for those already exploring the virtual charter option—CalOPS SoCal's demographics typically mirror both the region's and state's school-age population. The age and demographic makeup of CalOPS SoCal was previously shown in Figure 4.

CalOPS SoCal's families include many of modest means (with approximately 44% meeting the federal income guidelines for free- or reduced-price meal benefits) as well as single parent/dual-working parent households. See also Figure 4 for more information about tracking demographic data, see Section VI.B.

II.E CURRICULUM AND INSTRUCTIONAL DESIGN

Include a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. Describe the basic learning environment (e.g., site- based matriculation, independent study, technology-based education). Discuss how the chosen instructional approach will enable the school's students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. The discussion of instructional design should include, but not be limited to, curriculum, teaching methods, materials, and technology. [Ref. Ref. California Education Code §47605 (b)(5)(A)(i) and Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]

Supporting Research for the Personalized Performance Learning Model

Support for the need to expose students to online learning is evident in the 2015 article, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, when Tuan Nguyen states "…. about 92% of all distance and online education studies find that distance and online education is at least as effective, if not better, than traditional education."[14]

[14] Nguyen, Tuan (2015). "The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons," MERLOT Journal of Online Learning and Teaching, 11(2). http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf

High-quality Teaching: Teachers are equipped with skills and technology to maximize student learning. Research, focusing on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a study (*Teacher Preparation and Promising Practices in Online Learning*[15]*)* which analyzed effective teacher preparation and practice for the online learning environment. In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through a Professional Learning Communities model, teachers gain an understanding of their role as facilitator, distinguishing changes to the online environment and its impact on student learning, and adapting to those changes while transitioning to their role as an online instructor at CalOPS SoCal. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders. According to Rick DuFour and Douglas Reeves in their article, *Professional Learning Communities Still Work (If Done Right)* (October 2015),[17] educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied when they are part of a learning community focusing on lesson planning, using data to personalize instruction, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

Timely and Actionable Feedback: The unique ability of an online teacher to communicate one-on-one with students and offer timely and actionable feedback is key to student success in an online learning environment. According to a 2014 study,[18] 77% of students view face-to-face comments as "very" or "extremely effective." Whether the teaching is online or face-to-face, as described in this study, feedback is a critical element in supporting student learning. Professional learning topics delve deeply into ways that teachers can reach students individually at CalOPS SoCal, so that students are receiving timely and actionable feedback. Teachers at CalOPS SoCal use collaboration in professional learning to discuss topics such as "...the main purpose of feedback is to improve the student's ability to perform tasks he or she has not yet attempted...In other words, we need to start from where the learner is, not where we would like the learner to be. We need to use the information we obtain from looking at the student's work—even though that information may be less than perfect—and give feedback that will move the student's learning forward."[19] In his 2012 article, *Seven Keys to Effective Feedback*, Grant Wiggins notes, "helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent."[20] These qualities and instructional strategies are characteristic of the type of feedback that teachers provide to students.

Personalized Instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. In a study published in 2016,[21] students in a developmental

[15] http://centerononlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf
[18] Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback
[18] Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback
[19] http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx
[20] http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx
[21] "Using personalized learning, a developmental math professor increases her course passing rate". Website blog. Pearson Education Blog. Pearson Education, 2016.

math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that "Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways."[22] A goal of personalization via online instruction is for the student to demonstrate increased content knowledge and critical thinking. Instruction is personalized for every student every day, and professional learning supports teachers in implementing instructional practices that maximize student performance. Students work together on collaborative projects as well.

Data-Driven Instruction: Research on data-driven decision making states "…educators should consult and factor in multiple sources and types of student data to get a more complete view of student progress or achievement. These additional sources of data may be formal (e.g., chapter tests, class projects, or performance assessments) or informal (e.g., class discussions, homework assignments, or formative assessments). Looking at a broader array of data can help teachers avoid putting too much weight on a single measure of student performance and, therefore, reduce the risk of making inaccurate and invalid decisions about student learning and teaching effectiveness."[23] Training and professional development guides teachers through this process and helps ensure teachers are comfortable with the importance of using data to personalize instruction. At CalOPS SoCal, teachers are provided with tools and clear guidance on how to analyze and use student performance data to provide targeted instruction, intervention, lesson modifications, remediation, and enrichment.

Parent Involvement: According to the 2015 study *Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School*,[24] Borup and Stevens identify five primary types of parental engagement: nurturing relationships and interactions (with both their students and the teachers); advising and mentoring; organizing; monitoring and motivating; and instructing. The study also provides several examples of how parent engagement can be enhanced in a virtual school setting, especially when parents are given the additional tools to help reinforce the engagement. CalOPS SoCal provides Learning Coaches with tools (e.g., orientations, tutorials, synchronous webinar-type sessions, recordings, and more) to better engage with their students. Based on the intimate knowledge parents have of their students, they are better able to offer their students a continuum of assistance, as needed in varying degrees, and be more strategic in how to help and engage with them.[25]

Curriculum and Instructional Design Principles

The CalOPS SoCal research-based[26] curriculum uses the following proven instructional principles:

- Curriculum fosters breadth and depth of understanding in subject area;
- Content is aligned to the California Common Core State Standards, and the Next

[22] www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf
[23] Mertler, Craig A. Introduction to Data-Driven Educational Decision Making (2014), http://www.ascd.org/publications/books/sf114082/chapters/Introduction_to_Data-Driven_Educational_Decision_Making.aspx
[24] http://files.eric.ed.gov/fulltext/EJ1085792.pdf
[25] Borup, J. & Stevens, M.A. (2015). Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School, Online Learning, Volume 19, Issue 5, pp. 75-83.
[26] American Psychological Association's Learner-Centered Psychological Principles: A Framework for School Reform and Redesign http://www.apa.org/ed/governance/bea/learner-centered.pdf

Generation Science Standards;

- Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials;
- Content and assessments are accurate and unbiased;
- Content is current, relevant, and provides real-world applications;
- Content is appropriate for the learner (age, ability, background, reading level, style);
- Instructional design is adaptable and flexible to meet individual needs;
- Instructional design provides students opportunities to improve learning skills using technology (virtual labs and instruments, online tutorials, business software, online calculator);
- Navigation is intuitive and age-appropriate;
- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements;
- Lesson introduction is effective and presents lesson objectives, accesses prior knowledge, sets expectations, and motivates;
- Background information prepares students to access new content, skills, and strategies;
- Curriculum includes opportunities for developing problem-solving and critical thinking skills and real-world applications, collaboration and independent study, and developing oral and written communication skills;
- Curriculum incorporates ongoing formative assessment and provides timely and appropriate feedback to students and teachers; and
- Curriculum promotes active learning through interactive elements in each course (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on.

Overview of Curriculum, Technology, and Materials

CalOPS SoCal combines proven and rigorous educational content and materials with the best in technology-enhanced learning such that a significant portion of the curriculum is delivered through the Internet and other electronic means. The curriculum is aligned with California Common Core State Standards and Next Generation Science Standards. The teaching staff at CalOPS SoCal collaborate on an ongoing basis to review the California Common Core State Standards for each core course (as applicable) and provide additional material or lessons to fully meet standards or address areas that need additional support based on a student's previous school or course performance.

The curriculum is updated regularly, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The Governing Board annually reviews and approves the major elements of and changes to the curriculum. The curriculum as described herein represents the most recent curriculum developed for the 2018-19 school year.

Elementary and Middle School Curriculum

The program of instruction for students in grades K–8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. The high-quality curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content. The school uses a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. Direct Instruction sessions provide for real-time direct instruction with individuals and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real time in an online classroom. In addition, Direct Instruction sessions may be recorded and saved for students to revisit at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered.

CalOPS SoCal focuses on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement and learning, activities and practices combine to create an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning. Specific activities include student reflection and goal setting activities in math courses, certificates of effort and achievement, parent book clubs and resource sessions, teacher training sessions, and highlighting math connections in everyday school and life activities.

World language instruction is available, including Spanish, Chinese, and Sign Language for students in grades K–8. Advanced middle school students also have the option to take high school level Spanish, French, German, Japanese, Latin, American Sign Language, and Mandarin Chinese. Language courses integrate proven-effective online materials with a unique audio recording tool that allows teachers to hear and grade actual student speech. Courses may also include a Direct Instruction session for maximum student-to-teacher and student-to-student interaction.

The curriculum also includes unique electives that fall under Languages, Health, Arts, and STEM related electives. A popular elective amongst elementary school students is music. Offered for different grade and experience levels, this elective is aligned to the National Core Arts Standards. With audio, visual, and interactive technologies, the K–8 music courses provide a unique and advanced learning experience. Students use critical listening skills to analyze music while participating in interactive experiences. This elective expands the student's knowledge of the foundations of music.

Gifted and Talented Courses (Grades 3-8)

CalOPS SoCal also offers a selection of Gifted and Talented (GATE) courses in math, science, and language arts. With individualized lessons, special GATE courses, and specialized teachers, an environment is created where talents are nurtured and potential is realized. The gifted and talented experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

CalOPS SoCal provides gifted students the opportunities and challenges they need to be successful while learning at their own pace. Gifted and Talented courses incorporate the same educational

standards as the standard offering, but also include enrichment activities that expand upon lesson topics and promote higher-level thinking and understanding. These courses allow students greater opportunities to interact with the teacher and other students, explore above grade-level content, and participate in extension projects that promote higher-level learning.

High School Curriculum

CalOPS SoCal provides a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice. A student's personalized path is monitored along the way by the student, parents, teachers, and their school counselor as appropriate.

CalOPS SoCal provides a comprehensive program with four levels of academic coursework: Foundations, Standard, Honors, and Advanced Placement While all levels are designed to meet standards and provide students rigorous courses, the different levels enable differentiation based on student needs and college and career goals. Students work with their school counselor to determine proper course level placement. The high school curriculum currently consists of approximately 250 courses, including a wide variety of electives and intensive world language instruction from Spanish to Mandarin Chinese.

High school courses integrate digital versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, and practice work.

High school courses incorporate graphics, video, and audio to engage students with the concepts and ideas they need to complete the lessons. Along with the use of Direct Instruction sessions, tutorials increase the effectiveness of the secondary school instructional model. In addition, the high school courses incorporate graded asynchronous online discussions. These assessments create important opportunities for collaboration and interaction among students, increase writing skills, and provide opportunities for a "real-world" audience.

Honors and Advanced Placement® (AP) courses are also available for high school students. High school students have access to rigorous college preparatory courses and are able to choose from dozens of Honors courses and more than 15 College Board–approved online AP courses. By enrolling in these demanding college-level courses, students demonstrate their commitment to higher education, which may give them a competitive advantage during the college application process.

The CalOPS SoCal high school program also includes a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start planning early on for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses that might thwart their plans or aspirations.

Course Selection and Credit Transfer

CalOPS SoCal is accredited by the WASC, allowing its courses to be transferable among other California schools. For students transferring into CalOPS SoCal, school counselors carefully analyze student transcripts and educational history to provide the maximum allowable "transfer credit" into the program. Upon graduation or withdrawal, students receive their CalOPS SoCal

transcript detailing both the credits earned at CalOPS SoCal as well as any transfer credits which have been verified. The curriculum uses a standard whereby one credit equals approximately 180 hours of instruction (this is equivalent to a full-year course in a traditional high school and is sometimes also referred to as Carnegie Units).

CalOPS SoCal families have access to a detailed Course Selection Guide with specific school information during the enrollment process. Parents and students then have an opportunity to select the courses based on their student's academic level, previously completed high school level courses, and plans for higher education and/or career. These selections are analyzed along with the student's prior academic record by the school counselors who then either accept these selections or recommend some modifications.

Instructional Delivery and Scheduling

CalOPS SoCal students who enroll in the K–8 program and elect to continue into high school will notice that the high school introduces increased structure and a pacing system that encourages all the students in a single class to move forward at a similar speed. The high school program includes a significant amount of computer-facilitated learning. While hardcopy textbooks are provided in some courses (generally along with an enhanced online version of the text as well), students may also take several courses that are completely online. Unlike the K–8 program which is largely asynchronous/user scheduled (parents set the schedule and lessons can be done in any sequence and pace), in high school, the pacing for core courses may follow an asynchronous/fixed schedule (the schedule is fixed and students all move at a similar pace). This does not take away the ability of teachers to personalize the curriculum for students; however, it does add accountability, structure, and significant peer interaction that is necessary for a quality high school program.

Area and Subject Requirements

Each CalOPS SoCal student must successfully complete a minimum of 22 credits in order to graduate. Credits completed will meet or exceed the California graduation requirements. The subject area graduation requirements are reviewed annually to ensure the school remains in compliance with state requirements, and the requirements are also approved by the Governing Board and incorporated into the School Handbook.

Promotion, Graduation, and Passing Grades

Students in grades 9–12 are typically enrolled in at least five credits over the course of the school year, as the CalOPS SoCal program is a full-time public school program (see the School Handbook Supplement in Exhibit B for more information). A typical high school student has six courses or the equivalent of six credits per academic year. To stay on track for graduation in four years, prior to grade 10, students should have earned (or transferred) a minimum of 5 credits, prior to grade 11 students should have earned (or transferred) a minimum of 10 total credits and prior to grade 12 students should have earned (or transferred) a minimum of 16 total credits. Students only receive credit for classes passed with a grade of "D" or better. To graduate and receive a diploma from CalOPS SoCal, a student must be enrolled during the semester immediately prior to graduation, must have earned a minimum number of credits at CalOPS SoCal and must have met

any applicable state requirements for a diploma. Each student must successfully complete a minimum of 22 credits to graduate.

These enrollment and promotion policies, including additional details and any future changes, have been incorporated into the School Handbook and approved by the Governing Board.

Technology and Socialization

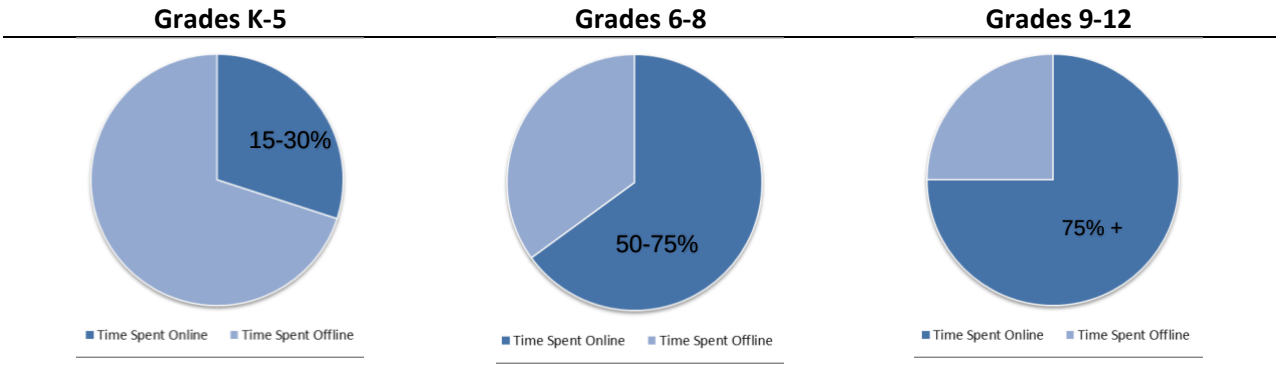
In addition to working with the curriculum materials, students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips, college tours, and community outings facilitated by both CalOPS SoCal faculty and parent volunteers.

The counseling team implements weekly live sessions for high school students focused on academic achievement, personal/social growth and college and career readiness topics throughout the school year. These are also currently offered monthly for middle school students.

CalOPS SoCal's technology-based activities include online bulletin boards/forums (such as "Math Problem of the Week"); book chats; teacher-led small-group discussions using real-time "groupware" technology that integrates electronic whiteboard and voice-over IP; learning-focused email; and student communication through email regarding virtual group projects. All of the collaborative online activities and communications tools are restricted for use only by members of the CalOPS community; parents can feel comfortable that their children are experiencing this technology safely within the protected environment of CalOPS SoCal.

Given the balance of modes and media for learning at CalOPS SoCal, actual time spent working online for students varies according to each student's developmental level, learning needs, and learning styles. As illustrated in Figure 16, students in grades K–5 may spend 15-30% of their school day online; students in grades 6–8 may spend about 50-75% of their school day online; and students in grades 9–12 may spend 75+% of time online.

Figure 14. Time Spent Online by Grade Span.



Clubs and Activities

As an integral part of the academic program, students are also offered access to a wide range of national clubs and activities throughout the school year. From Arts and Crafts to Debate Club, CalOPS SoCal has something to spark every student's interest at all grade levels. Participation in these virtual clubs and activities enhances students' feeling of connectedness, provides socialization opportunities, and improves academic achievement and school retention rates. All clubs and activities are non-credit and have no impact on student grades.

Students who participate in clubs are involved in events similar to a brick-and-mortar school such as First in Math, chess matches, a student-managed blog, guest speakers, and college and career planning. Some of the clubs last throughout the school year, while others act as special "pop-up" events that range in duration and subject matter.

The following provides a sampling* of some of the clubs currently offered:

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6–12)
- **Arts and Crafts** encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students work on projects from the course as well as monthly special craft challenges. (Grades: K–8)
- **Author's Corner** students have the opportunity to create and share original stories in Direct Instruction sessions. Students can also collaborate on the message boards to give critiques of student writing, create round robin stories, and discuss favorite book genres. (Grades: K–12)
- **Brainteasers Club** members solve puzzles, including anagrams, riddles, and word scrambles to work their brain 'muscles' too. Students are also encouraged to create their own brainteasers and share them on message boards and in student-made publications. (Grades: K–12)
- **Career Club** encourages middle and high school students to learn about potential careers and explore fields that interest them. Members identify and develop skills that will help them be successful in middle school, high school, college, and professionally. The club enables middle school students to enter high school with more direction in mind, making them more likely to embrace and succeed in a high school program that prepares them for pursuing their career interests. The club allows high school students to better focus on their goals after high school, including applying to appropriate colleges or applying for jobs which align with their interests and goals. (Grades: 6–12)

- **Chess Clubs: Introduction and Advanced** members learn, socialize, and play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin. There are also monthly presentations by a Grandmaster from the University of Maryland, Baltimore County in our advanced club, and an end-of-year tournament for all skill levels. (Grades: K–12)
- **College Planning Club** is designed for high school students who are considering college. Members are guided through the college preparation and admissions process including: college planning, building and producing a resume, identifying career interests and potential majors, researching colleges, completing applications and identifying financial aid and scholarship opportunities. Members develop a portfolio that focuses on elements sought by college admissions committees. (Grades: 9–12)
- **Debate Club** members learn best practices and put them into practice during Direct Instruction sessions. Members learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for real time debates. (Grades: 6–12)
- **ePals** provides a classic way to build friendships. Students develop their skills in letter or email writing and written expression, and, in some cases, penmanship while making friends with other students across the country. (Grades: K–12)
- **Gaming and Technology Club** allows students who have an affinity for technology and gaming to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in Direct Instruction sessions. Individual and collaborative projects may include creating elements of video games and investigating Internet safety and virtual threats. (Grades: 6–12)
- **Math Club I** allows members take part in a math competition by playing interactive games on the First in Math website. The online play reinforces a wide range of skills, from simple addition to solving for x- and y-variables. Students work at their own pace, and earn points as they master various concepts and practice test-prep exercises geared to appropriate grade levels. (Grades: K–8)
- **Student Blog** members produce student-managed, student-staffed blog. The writers and editors work together to write and organize content for sections of the newspaper including news, entertainment, sports, and advice. (Grades: 6–12)
- **Poetry Corner** allows middle and high school writers to work together in exploring the language of poetry. Regular forums are held to share and critique work. Students also have the opportunity to share and collaborate on various Message Board threads.(Grades: 6–12)
- **Robotics Club** members learn how robots are used in popular culture, scientific studies, and commercial enterprises. Their creativity is encouraged as they plan, design, and submit drawings of their ultimate robots. No previous computer coding experience is required, and no materials are required for participation. (Grades: K–12)

- **Science Sleuths: Weird Science** members are elementary students who want to investigate the weirder side of science. Students complete hands-on activities that will amaze. Club members can also collaborate through discussions and sharing experiment results on the message boards. (Grades: K–5)
- **Science Sleuths: Wild Weather** members are elementary students who want investigate weather's wild side. Students complete hands-on weather experiments and learn how to prepare in emergencies. Club members can also collaborate through discussions and sharing results on the message board. (Grades: K–5)

Other available activities include an online yearbook, in which all students from all schools are encouraged to participate.

**Specific club offerings are subject to change.*

The Education Management System

The Education Management System

The EMS is a platform for organizing and managing the entire educational environment. It is an online Education Management System developed specifically for virtual school use. This web-based software allows CalOPS SoCal to deliver every assignment, track every activity, and monitor the completion of individual lessons, as well as mastery of discrete skills and knowledge.

The EMS operates utilizing secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other. The EMS is fine-tuned on a regular basis throughout the school year with a comprehensive update each year prior to the beginning of school.

The EMS is available 24/7/365 (except for normal off-hour scheduled maintenance periods) to CalOPS SoCal students and their families and to other authorized users according to their permissions. With this system, CalOPS SoCal provides an unprecedented level of time-on-task detail while benefiting from robust communication, collaboration, and course delivery tools.

California-Credentialed Teachers

Each student is assigned at least one California-credentialed program teacher specially trained in the CalOPS curriculum and instructional methods. In the secondary grades, each student is typically assigned to more than one fully qualified subject teacher depending on the courses taken. These teachers are responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers can add, expand, or replace assignments; they also grade students in each subject for the student report cards and make promotion or retention decisions.

Depending on the needs of the learner, teacher contact with the student and Learning Coach — most often via telephone or email — may be as frequent as several times a day and at minimum once every two weeks. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans. Teachers also interact with students during synchronous Direct

Instruction, field trips, community activities and during proctored test sessions. CalOPS SoCal also has California-credentialed special education teachers on staff to assist in the implementation of the school's special education program.

School Day, School Calendar, and Instructional Minutes

CalOPS SoCal follows a traditional school year calendar that has always included 180 days during which instruction is provided by school staff (surpassing the current minimum requirement of 175 days). The curriculum is notably rigorous, and the time commitment it requires of students is comparable to that of a traditional school day. Since learners do not face the distractions and interruptions of a typical school setting — from lining up in the hallway to waiting while the teacher handles disruptive peers — they may use their learning time much more efficiently.

The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integrated part of the learning day; discrete skills and extended projects, remedial and enrichment activities are all part of the daily routine for students and their Learning Coaches. The program provides for and offers more than the legally mandated minimum instructional minutes for every grade.

Independent Study

CalOPS SoCal adheres to all applicable California Independent Study Regulations in accordance with CCR Title 5, Sections 11700-11705. This includes creating and executing Master Agreements (see Exhibit C for a sample Master Agreement), creating and adopting Governing Board policies regarding independent study, appropriately maintaining work products, staffing that complies with the required pupil to teacher ratios and compliance with the geographic limitations on the place of residence of the pupils.

In addition, CalOPS SoCal agrees to comply with California Education Code section 51745 *et. seq.* and 51745.6. CalOPS SoCal also complies with California Education Code provisions regarding Independent Study, including section 51747.3, and therefore does not provide any "thing of value" to pupils that a school district could not legally provide to its pupils. CalOPS SoCal will claim apportionment credit for independent study only to the extent of the time value of the students' work product, as personally judged in each instance by a certificated teacher, as required by Education Code section 51747.5, subdivision (b).

II.F PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(F)]

CalCA SoCal is well-equipped to respond to the needs of students who are lagging academically. Experience has shown that appropriate placement is critical for student success in an online environment so that academic gaps can be addressed immediately. Therefore, the first step is the placement process, where these students are provided with the curriculum materials and

teaching resources appropriate to their achievement level as a starting point for learning, with the goal of attaining at least one year's academic progress within the school year.

Teachers also implement the Response to Intervention (RTI) Model, a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral supports throughout the learning process. Beginning with identified essential skills and standards based on the California Common Core State Standards and the Next Generation Science Standards, teachers can easily see what students should know and be able to do by the end of a specific grade in each of the core area subjects.

Intervention Indicators

A key component of the RTI Model is the incorporation of Intervention Indicators. Intervention Indicators are displayed in the EMS, to facilitate a teacher's identification of students who may be in need of additional instruction or intervention in math, reading, or both. These indicators are data-driven codes and are the first step of multi-tiered instruction. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Intervention Indicator codes are used to identify students who may be at-risk of failure, assist teachers in determining and implementing appropriate instructional interventions, and monitor the effectiveness of interventions..

Real-time student performance on each of the essential skills and standards can be displayed based upon individual assessment items that measure standards-based objectives that students

should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. This method accomplishes the following:

- Enhances the multi-tiered instruction model through the use of real-time data to determine mastery/proficiency;
- Identifies essential skills and standards by subject/grade level;
- Identifies how and where these essential skills and standards are assessed within the program;
- Incorporates data-driven decisions throughout instruction;
- Maximizes use of the instructional support programs, resources, and data;
- Identifies the need for tiered interventions for non-mastered/proficient skills and standards; and
- Identifies students' response to the implemented interventions.

Students who are working below grade level based on performance on state standardized assessments also benefit from intervention programs that focus on building proficiency in reading and math skills. Parents are notified if their students qualify for these programs, and their cooperation is secured for a series of intensive Direct Instruction sessions with the student and their teacher focusing on areas needing improvement. The student continues in the regular curriculum while receiving intervention as the Direct Instruction sessions allow for focused remediation on topics likely to be problematic on the next state standardized assessment.

Response to Intervention (RTI)

Data is used throughout the school year to implement, for all students, an RTI model. Students who are struggling with the curriculum are identified by teachers and provided Tier I support (differentiation within the core curriculum), Tier II interventions (more intensive instruction with frequent progress monitoring), or Tier III interventions and support (most intensive and frequent level of instructional support). The provision of Tier II and III interventions are decisions made in the cooperation with the school's Student Support Team (SST). This team typically consists of the student's teacher, RTI specialist(s), administrator(s), and parent(s) (when possible). The SST meets regularly, with the frequency based on student need, to evaluate student progress and make additional recommendations. If the SST determines the student is in need of Tier III support, a special education teacher becomes part of the team to assist with interpreting data, making recommendations, and possibly recommending a referral for an assessment.

The SST is part of the RTI process that is illustrated in Figure 19. The EMS provides teachers with real-time data and reports to implement a multi-tiered instruction model in language arts and/or math so that every student has access to the resources they need to be successful using Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports, and Tier III Supplemental Instructional Supports with increased frequency and intensity. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

Figure 15. Response to Intervention.

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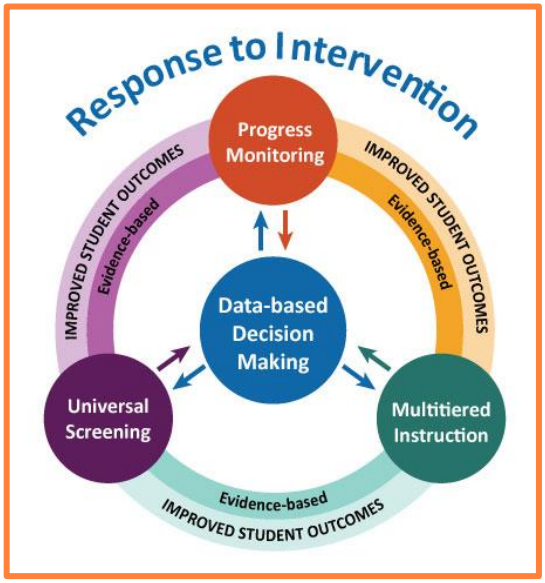


In a virtual environment, students working below grade level are shielded from the negative social attention that struggling students often face in a brick-and-mortar environment and are thus able to concentrate on intensive learning. Taking advantage of CalOPS' track record in experience in remediation for mastery of essential skills, CalOPS SoCal has access to all needed data and expertise in addressing the needs of low-achieving students.

II.G PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are academically high achieving. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

Just as the personalized learning approach benefits struggling students, high achievers also thrive at CalOPS SoCal. High achievers may include students working above grade level, or those who have been identified as gifted at their previous school, or they may be identified by their teachers due to high scores on standardized test and/or a high GPA. CalOPS SoCal implements the robust Gifted and Talented (GATE) program for students in grades 3–8 and offers Honors and Advanced Placement (AP) options for high school students.

The GATE courses are offered in math, science, and language arts. Honors and AP courses are offered across all subject areas. With individualized lessons, special courses for Gifted and Talented students, and specialized teachers - an environment is created where talents are nurtured and student potential is realized. The GATE experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

The placement process provides gifted learners with the most appropriate curriculum, pacing, and teaching approach from day one. Teachers work closely with Learning Coaches to ensure a steady flow of enrichment activities for students working above grade level. In a virtual environment, students are able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting.

The GATE program provides gifted students in grades 3–8 the opportunities and challenges they need to be successful while learning at their own pace. Students are identified as gifted through formal evaluation in the areas of intellectual ability, subject matter aptitude/achievement, creativity/divergent thinking, and problem solving/critical thinking. Once identified, students are provided the services necessary for the fulfillment of their exceptional potentials. The GATE program incorporates the same educational standards as the standard offering but also includes enrichment activities that expand upon lesson topics, explore above grade-level content, and participate in extension projects that promote higher-level thinking and understanding. Gifted learners are grouped together and given opportunities for group interaction through Direct Instruction sessions.

The GATE program offers a great level of flexibility, as gifted students may be placed in different curriculum levels for different subjects to support a specific need. For example, a sixth grader with a high aptitude in math could be placed in Gifted and Talented Math 6 where students

engage in eighth grade math content, while continuing to take sixth grade level courses in other subjects.

Students who have not been formally identified as Gifted and Talented are allowed to take advantage of the program, with monitoring to insure appropriate placement.

CalOPS SoCal also offers an exclusive online version of Junior Great Books® where students enjoy age-appropriate works and participate in online literary shared inquiry as well as discussions with other high-ability students. In addition, students are able to choose from a wide variety of electives and club activities to supplement their learning. For students identified as highly gifted through formal evaluation, whole grade acceleration, and acceleration in individual subjects may also be considered.

The high school program offers a rigorous college preparatory curriculum that provides an opportunity for students to enroll in Honors/AP courses. High school students may choose from dozens of Honors/AP courses. Honors courses offer advanced students opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Counselors carefully review each student's transcript to determine when an Honors or AP course is appropriate. Course selection is made in close consultation with students and their parents. Administrators monitor the success of intellectually gifted students by reviewing and assessing performance on state assessments, internal assessments, AP exams, ACT/SAT tests, and by tracking college applications and acceptances of high school seniors.

II.H PLAN FOR ENGLISH LEARNERS

Indicate how the charter school will identify and respond to the needs of English Learners. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

CalCA SoCal uses state-required criteria and procedures to identify English Learner (EL) students. All incoming students are required to fill out the California Home Language Survey. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement occurs using tests required by California (such as the English Language Proficiency Assessments for California (ELPAC)) using trained test administrators. CalOPS SoCal also reviews the past school history for evidence that a student has been identified as EL in a previous school, and then conducts assessments and provides support accordingly.

In a virtual school, students with special learning needs, including English Learners, enjoy individualized instruction without being isolated from the mainstream curriculum or their peers. The individualized pace of the program allows students to move more quickly through subjects where language is less of a factor and spend more time on reading and writing activities. An EL specialist with ESL/LEP/EL training works with CalOPS SoCal teachers, Learning Coaches, and students to adapt the core material for EL students. The instructional framework known as the Sheltered Instruction Observation Protocol (SIOP) framework is used to instruct ELs, and EL teachers also provide appropriate supplemental resources, including various technologies that can facilitate language acquisition while supporting academic advancement.

California Online Public Schools Southern California Renewal APPROVED with amendment 4-21-21

CalOPS have recently added credit bearing courses for EL students in high school, and believe these will further assist the older EL students, including students categorized at Long Term English Learners (LTEL), to be reclassified as fluent in English while earning high school credit.

The CalOPS curriculum provides quality instructional, social, and academic language instruction based on scientific research for English acquisition. Children who are becoming fluent in English, as well as Long-Term English Learners, are simultaneously learning academic content, so that they are not left behind. Based on their identified level of proficiency and needs, students receive a planned program of English as a Second Language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level.

To meet the needs of EL students with less English speaking proficiency, CalOPS SoCal deploys a comprehensive instructional approach, including adapted materials as well as special training for teachers with California ESL endorsement (CLAD/BCLAD). The team of EL teachers regularly attend internal and external trainings and workshops to further their understanding of EL instruction and curriculum, and also participate in a special PLC that focuses on support for EL students.

Direct Instruction sessions are used in this effort as well. The program provides specially designed academic instruction in English (SDAIE) to address the language acquisition needs of students in a virtual learning environment through the integration of technology and the support of credentialed teachers. Instructional support helps students attain proficiency in listening, speaking, reading, and writing. Services include teacher consultation with Learning Coaches to guide instructional practice, teacher modification of content lessons and/or assessments, and direct instruction via Direct Instruction sessions.

The school has policies in place for determining when an EL student should be considered for re-designation as fluent in English. This consideration happens throughout the school year as students enroll and are evaluated. Multiple factors are taken into account, including current language testing results, academic performance, state test results, teacher feedback, and parental input. Once the student has been re-designated as fluent, the student is closely monitored for two years, and additional supports are provided as deemed necessary. For example, for re-designated elementary grade students, the school's EL team pays particular attention to students flagged for Tier II and Tier III interventions. For re-designated students in middle school and high school, the EL team pays particular attention to the list of students who are in "escalation" status.

CalOPS SoCal conducts the required ongoing assessments of progress regarding English proficiency for its EL students. All mandated state tests for EL students are administered as required by law. Support for families of EL students includes coordinating written translations of school documents or an interpreter to act as a liaison between the school and the family in their home language when needed.

II.I PLAN FOR SPECIAL EDUCATION

Indicate how the charter school will identify and respond to the needs of students with disabilities. Fully describe the charter school's special education plan, including, but not limited to, the following:

- *The means by which the charter school will comply with the provisions of Education Code Section 47641;*
- *The process to be used to identify students who qualify for special education programs and services;*
- *How the school will provide or access special education programs and services;*
- *The school's understanding of its legal responsibilities for special education students; and*
- *How the school intends to meet those obligations.*

CalCA SoCal is committed to serving students with disabilities whether such students are currently or newly identified as having an exceptionality. Through a combination of appropriate certifications among core California-based teaching staff and contracted specialized providers, CalOPS SoCal effectively coordinates with its SELPA resources to meet the needs of special learners.

CalOPS SoCal enrolls all students who meet admission requirements as stated in this charter. The school does not deny admission to students on the basis of disability; any student with an IEP who otherwise qualifies for enrollment eligibility may apply and be enrolled. CalOPS SoCal complies with and follows California Education Code § 51745 (c) which states that an individual with exceptional needs shall not participate in independent study unless the student's Individualized Education Program (IEP) indicates that independent study is an appropriate educational setting. Therefore, the IEP team, including parents, may need to meet to discuss, determine, and document placement in a virtual independent program as appropriate based on student need, which may include amending the student's IEP to reflect independent study. Similarly, if an enrolled student's existing IEP does not provide for independent study, CalOPS SoCal will convene an IEP meeting to discuss the student's needs and determine whether independent study is appropriate. If independent study is not appropriate, CalOPS SoCal provides an offer of FAPE that addresses the student's needs. CalOPS SoCal has elected the option under California Education Code section 47641 to be deemed an LEA for Special Education purposes. The school has provided verifiable assurances of its ability to fulfill all obligations in this capacity, as well as assurances that it participates in the El Dorado Charter SELPA which is approved by the State Board of Education. CalOPS SoCal is a member of the El Dorado Charter SELPA as an LEA. CalOPS SoCal reserves the right to request membership in another SELPA if it deems that a different SELPA would better serve the needs of the students and the school. CalOPS SoCal understands and agrees that seeking a change to the SELPA membership will require a material revision to the charter, which must be made with District approval.

Since CalOPS SoCal is a program focused on individualization, flexibility, and personalization, it is often a good fit for students with special needs. Thus, CalOPS SoCal can be an appropriate setting for students with special needs by providing:

- Individualized instruction;
- A team of adults focused on student success;
- Ongoing consultation with educators, credentialed teachers, and curriculum specialists to assist with adapting and modifying assignments to meet specific student needs;
- Personalized Learning Plans;
- A safe and directed environment;
- Reduced environmental distractions;
- Frequent progress checks, evaluations, and reports;
- Flexible schedule that allows for students to move at their own pace;
- Ability to separate academics from socialization;
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) or other technology to facilitate communication, organization and skill development and to address special needs; and
- Supplemental, research-based online reading and math programs to address skill deficit areas at the student's instructional level.

When a student enrolls, CalOPS SoCal secures the additional services required including, but not limited to designated instructional services (DIS) service providers near the individual students' home. The school works with the SELPA and local counties, districts, and other agencies when needed to secure these services.

As a public school, CalOPS SoCal, through its policies and procedures, complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its own LEA, CalOPS SoCal, not the authorizing district, is responsible for the charter school's compliance with all applicable state and federal laws. To support enrolled students with IEPs, CalOPS SoCal:

- Holds Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals, and obtains parent consent for and approval of new IEP.
- Employs a Director of Student Services who is a qualified administrator to oversee all elements of the Special Education program.
- Conducts Triennial Reviews, in which students may be formally reassessed, or, if no new data is needed, then a review of the records may take place.

- Holds IEP meetings when a student has received an initial assessment; when a student demonstrates a lack of anticipated progress; or when a parent or teacher requests a meeting to develop, review, or revise a student's Individualized Education Program.
- Conducts an IEP meeting within 30 days of enrollment when a student identified with disabilities transfers into CalOPS SoCal.
- Invites appropriate SELPA staff and/or staff from the student's resident district to participate in this process, when needed.
- Provides and/or arranges for related services per the IEP.
- Provides training and professional development for teachers and administrators regarding identification and support of students with IEPs.

Referring Students for Special Education Services

When the school suspects that a student requires Special Education services, the following procedures are initiated. If needed, coordination with the appropriate SELPA staff may also occur.

- The program teacher consults with the school's student services team and implements suggested accommodations, modifications, lesson adaptations, and alternative instructional strategies. The program teacher documents all accommodations and modifications and the student's level of success with each. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation at any time.
- The student is then referred to the Student Support Team (SST) to brainstorm and implement additional Response to Intervention strategies for student success and to monitor the progress of those interventions. The school's SST meets and discusses what interventions have been tried, what worked, what didn't, and what new interventions should be implemented. If deemed appropriate by the team and a disability is suspected, the SST invites a member of the student services team (or designee) to the meeting to discuss their concerns. If the student is making good progress and responding well to the interventions, the general education program and appropriate supports remains in place with further suggested interventions.
- If CalOPS SoCal concludes that an assessment is appropriate, parental consent for the student evaluation is requested via an assessment plan. Parents are sent a copy of Procedural Safeguards. Assessments to determine eligibility are performed only upon receipt of written parent permission. When the assessment plan is returned, the appropriate evaluations based on suspected student need are arranged. Assessment procedures are conducted in the student's primary language, and an interpreter is provided if needed. The parent is invited to the IEP team meeting to review the assessment results. The team determines if the student has a disability and whether the student requires supports and services in the Least-Restrictive Environment (LRE).

- The IEP team, including the parent, develops goals to meet student need, determines corresponding services, and agrees upon an offer of Free and Public Education (FAPE). After IEP goals are formulated and service time is determined, the IEP is implemented. A copy of the IEP is given to the parent in accordance with state laws and SELPA policies.
- If a parent requests a special education evaluation, the process typically occurs concurrently with the SST/RTI process in order to support the student in the greatest area of need.

Special Education services are provided in several ways including, but not limited to consultative services by phone or videoconference, direct instruction via Direct Instruction session, collaboration utilizing our general education staff and Education Specialists together in Direct Instruction sessions, and DIS services which may be provided online or in person depending on what is appropriate and available near the student. All Special Education services are typically provided by CalOPS SoCal's Special Education team or by contracted DIS providers as appropriate. The Director of Student Services oversees all DIS service providers and ensures that student needs are being met and services are being delivered.

CalOPS SoCal places each student with an IEP in the LRE to maximize the student's time within the general education setting and with typical peers. Education Specialists partner with identified general education teachers and collaborate to ensure accommodations and service minutes are delivered to students with IEPs in a supported environment with their general education peers. Students may also receive additional service minutes directly from their special education teacher in a small group or one-on-one setting according to the students' IEP.

In order to make efficient use of staff resources, IEP meetings are generally conducted using teleconferencing or through Direct Instruction sessions in order to allow all parties to participate. IEP meetings may also be held at the school office or another location. Specific arrangements are made on a case-by-case basis and are in accordance with all applicable law. CalOPS SoCal maintains responsibility for tracking and implementing IEP timelines and requirements as per the appropriate laws and regulations for charter schools and in accordance with SELPA policies.

CalOPS SoCal, in association with the SELPA, provides FAPE to students with disabilities including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with applicable federal and state laws.

Services under Section 504

CalOPS SoCal is solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) with respect to eligible students. CalOPS SoCal develops, maintains, and implements policies and procedures to ensure identification of and service to students who may require Section 504 accommodation(s)/ modification(s), and/or placement and related services. The school uses teachers to act as 504 Coordinators, and includes teachers, administrators and other specialists when needed on the 504 team.

Parents are also an integral part of the Section 504 team. Parents are provided documentation and Procedural Safeguards regularly and after each meeting. CalOPS SoCal also provides professional development to assist teachers with identification and support of students with 504 plans.

Additional details of the Special Education and 504 programs can be included in the Memorandum of Understanding (MOU) with CUSD (see Exhibit G) as necessary.

III. ASSESSMENT AND USE OF DATA

III.A MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

A crucial part of CalOPS SoCal's plan for overall excellence is the establishment of clear academic and related goals for each student and for the school, as well as clear ways to measure progress toward those goals. The outcomes and goals described herein are intended to be achieved over the term of the charter. The school tracks progress annually towards these long term goals. Recognizing that California is still undergoing a major change in assessment and accountability, CalOPS SoCal complies with all new regulations and expectations regarding the Local Control and Accountability Plan (LCAP). The required components are substantially addressed by CalOPS SoCal in this charter and in the school's day-to-day operations and planning.

In addition, the school's LCAP was developed to be consistent with current state guidelines and requirements, including the legal requirements in California Education Code section 47606.5 and associated regulations, for both content and timing, and is updated annually. The LCAP may therefore be used to provide further detail on annual goals for student achievement, among other things. However, the LCAP and its annual updates do not require a material amendment to the charter, as the required state priorities applicable to CalOPS SoCal are integral parts of this charter. More information about actions designed to achieve the following goals can be found in the annual LCAP for the school.

CalOPS SoCal has established several core academic goals, measurements, and performance criteria. These are in alignment with the state's pupil achievement priorities as well as the mission and purpose of the school.

Goal I: School Performance: CalOPS SoCal uses standardized testing to calibrate student performance and improvement on a yearly basis. CalOPS SoCal is fully accountable for its students' achievement in keeping with current California accountability laws, including California Education Code § 52052, as well as applicable federal law and any other applicable statutory achievement requirements for charter schools.

Goal I: Aligns with State Priority 4

Goal I: Measurement: CalOPS SoCal expects and encourages students to participate in all state-mandated testing, primarily including the standardized assessments based on the California Common Core State Standards, known as the California Assessment of Student Performance and Progress (CAASPP). Participation in standardized testing is addressed in the Parent/Legal Guardian (Caretaker) Acknowledgment (see Exhibit D) and/or the Master Agreement (see sample in Exhibit C).

Goal I: Performance Criteria: CalOPS SoCal actively works to meet or exceed academic performance of demographically comparable schools, and to increase student academic achievement both schoolwide and for numerically significant subgroups. In addition, CalOPS SoCal actively works to meet other applicable standardized test performance targets established for charter schools. These performance criteria apply to the school overall as it is compared to other demographically comparable schools with similar student groups.

Goal I: Planned Actions: PLCs analyze academic data; Math Support Program; ELA Intervention strategies; and AVID Program.

Goal II: Student Progress. Based on a value-added model of academic growth, students should demonstrate a year of academic growth for each year in school. While not every student starts or ends the year at the same place on the ladder, all students should climb the same number of rungs during the time they are with our school. Students master a set of learning objectives in the core subject areas outlined for each grade level and aligned with California Common Core State Standards. Students reach this level of achievement with a mastery loop approach—that is, when students do not meet initial performance targets, CalOPS SoCal intervenes and provides additional support until an acceptable level of achievement is reached.

Goal II: Aligns with State Priority 4

Goal II: Measurement: Students enrolled in the applicable grade levels for two consecutive calendar years of state testing (enrolled by October 1 or on the October state census date of the first year and enrolled through testing the second year) are measured by review of their performance bands on the state's standardized assessments.

Goal II: Performance Criteria: CalOPS SoCal actively works towards meeting the goal of having more than 75% of its students, including each numerically significant pupil subgroup, demonstrate a year of academic growth on an annual basis. A year of academic growth can be defined as movement up at least one performance band (e.g., from “Standard Not Met” to “Standard Nearly Met”) on the state’s standardized assessments (in the grades for which comparisons are possible). Students who do not improve at least one performance band but who have either “Met Standard” or “Exceeded Standard” are also considered to have achieved a year of academic growth. For subgroup calculations, this performance measure only applies to subgroups that have sufficient numbers as defined in California Education Code § 52052 (or its successors).

Goal II: Planned Actions: PLCs analyze academic data; Math Support Program; ELA Intervention strategies; and AVID Program.

Goal III: Graduation and Post-Secondary Plans. Based on Post-Secondary Plans, students are prepared to pursue educational/career opportunities after graduation.

Goal III: Aligns with State Priorities 7 and 8

Goal III: Measurement: CalOPS SoCal works to ensure that full academic year students in grade 12 (students who are enrolled in CalOPS SoCal by the October state census date) are prepared to enter two- and/or four-year colleges or universities, and/or accredited vocational schools, and/or military service branches. Developing a post-secondary plan that is tailored to the circumstances of the student will help demonstrate this career and college readiness.

Goal III: Performance Criteria: 90% of full academic year students in grade 12 will complete their post-secondary plan prior to the end of the school year. This performance criteria will apply to all numerically significant student subgroups and well as to the school as a whole.

Goal III: Planned Actions: Credit checks and Four Year Plans; Credit Recovery Program; Enhance and Expand a-g Curriculum; Develop Career and Technical Education (CTE) Program; and Summer School Program

CalOPS SoCal has also established important goals for aspects of the school that go beyond core academic learning activities but clearly support student achievement and are in alignment with the state priorities for student achievement. All non-academic outcomes apply to the entire school but may not be disaggregated for student subgroups.

Goal IV: Attendance: CalOPS SoCal students will maintain high attendance rates. Attendance is a measure of student and parent engagement and can be an indicator of success in the school.

Goal IV: Aligns with State Priority 5

Goal IV: Measurement: CalOPS SoCal integrates multiple methods for tracking attendance, including instructional days completed, time-on-task, teacher contact, lesson completion, and completed work products. Attendance is tracked via a parent attendance log in the EMS as well as a teacher attendance log of the final attendance credit awarded to each student each school month. Intervention strategies are implemented if a student’s attendance falls below the

expected target. Different grade bands have different attendance rates, with attendance rates typically decreasing as the students enter high school.

Goal IV: Performance Criteria: CalOPS SoCal targets an average school attendance rate of 93% over the school year.

Goal IV: Planned Actions: Implement High School Homeroom Model; Attendance Committee; and Learning Coach Support System.

Goal V: High-Quality Teaching: CalOPS SoCal provides its students with excellent teaching by teachers who are dedicated to a specific teaching task and who work closely together to ensure the success of students.

Goal V: No alignment with a State Priority

Goal V: Measurement: Teacher recruitment, retention, qualifications, and performance on staff evaluations.

Goal V: Performance Criteria: CalOPS SoCal makes every effort to hire teachers that meet all of the qualification guidelines established by the charter. CalOPS SoCal also hires teachers who meet the state credentialing guidelines for charter schools and who are assigned to teach the subject matter in alignment with their credential(s). CalOPS SoCal sets high standards in its evaluation of teachers. As an example, using the current system, “Effective” is an excellent rating, and only a handful of teachers are rated “Highly Effective” each year. CalOPS SoCal actively works to ensure that retention of “Effective” and “Highly Effective” teachers meets or exceeds 90% of teachers each year, and that the overall teacher performance ratings on the CalOPS SoCal evaluation provide evidence of a strong teaching faculty. The goal is that at least 90% of returning teachers have “Effective” or “Highly Effective” ratings on the school’s evaluation system.

Goal V: Planned Actions: Staff professional development; and Enhance staff recruiting and retention through compensation and Career Ladder.

Goal VI: Parent Satisfaction: CalOPS SoCal parents and students are satisfied with their school experience, community, and culture.

Goal VI: Aligns with State Priority 3

Goal VI: Measurement: In order to understand the perception of parents and students and to include their input in making decisions for CalOPS SoCal each year, families will participate in a parent satisfaction survey administered by an independent, third-party firm with results reported to all stakeholders.

Goal VI: Performance Criteria: CalOPS SoCal will work to ensure that families report an average of 85% or more positive responses across the 21 Parent Satisfaction Survey questions that are most directly affected by school staff. These 21 questions are included each year as part of an annual, independent parent satisfaction survey.

Goal VI: Planned Actions: Learning Coach Support System; Implement High School Homeroom Model; and Enhance field trips and events.

III.B ACADEMIC ACCOUNTABILITY SYSTEM

Where applicable, include a plan for attaining improvement in pupil outcomes and addressing the state's evaluation rubrics.

CalCA SoCal complies with all applicable state laws regarding academic accountability for public schools, including the CAASPP standardized assessments which are based on the California Common Core State Standards. California has a new accountability system that is based on multiple measures. The state has selected these measures as a way to determine the charter school's progress toward meeting the needs of its students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English Learner progress, suspension rates, and parent engagement. With the implementation of the new California School Dashboard (the Dashboard), CalOPS SoCal receives ratings on multiple areas each year based on the status and growth of any given measure, and based on both state and local indicators. The performance on the state indicators is determined by the California Department of Education. CalOPS SoCal participates in all assessments and report all data needed to generate the Dashboard results.

Part of each year's evaluation of the school program by the Governing Board, in coordination with school leadership, includes information on whether CalOPS SoCal attained its stated accountability targets. The staff of teachers, education specialists, and administrators annually evaluate whether the CalOPS SoCal program needs to make any adjustments in order to meet its targets. For example, in recent years additional math support has been added, a more robust credit recovery program has been implemented, and high school changed its structure to a homeroom model for purposed of attendance and student engagement. A report is presented annually to the school's Governing Board regarding student performance on state standardized testing as well as the Dashboard results and other relevant metrics. Based on the results, the school leadership team creates school goals for the upcoming year and presents those goals to the Governing Board as part of the School Improvement Cycle. Following approval or modification, this plan is then implemented for the upcoming school year. The annual update for the LCAP is also considered part of the School Improvement Cycle, and LCAP goals and actions are developed using results from an analysis of school needs.

III.C METHOD(S) OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

Student Assessment Strategies

CalOPS SoCal adheres to the same accountability measures, administers the same state assessments, and follows the same proficiency measures as all public charter schools in California, in addition to using its own internal assessment tools. CalOPS SoCal's various assessments combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability.

CalOPS SoCal's assessment efforts begin with a thorough placement process and progress review, including online placements tests, where indicated, which help to customize the student's academic program and formulate the Personalized Learning Plan. CalOPS SoCal also utilizes ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to measure student gains over the school year. The following describes the specific assessments CalOPS SoCal uses to evaluate the progress of students.

- **Student Performance Reporting:** Reports provide real-time student performance data on assessments. The reports identify the student score and the performance against each item. For some courses, objective level performance data is also provided. Teachers can use this data to determine which students need more help with a particular concept. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.
- **Placement Tests:** Following enrollment in the program, each new student takes part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed to help evaluate the appropriate set of courses for the student. Advisors and CalOPS SoCal's counselors then determine a grade-level and/or course placement in consultation with parents/guardians.
- **Diagnostic Assessments:** CalOPS SoCal utilizes a variety of diagnostic assessments selected for their appropriateness for each grade level. These assessments will align with state standards as well as the curriculum. Currently, i-Ready is used for students in grades K-8 while Measures of Academic Progress (MAP) assessments are used for students in grades 9-11 for Math and English Language Arts, providing essential diagnostic information for developing and planning instruction. As the school continues its cycle of continuous improvement, the specific programs and tools used for internal benchmark assessment may be modified to best meet student and staff needs.
- **i-Ready (K-8)**

  i-Ready is a comprehensive assessment and instruction program that connects diagnostic

data and personalized instruction to better develop differentiated instruction. Built to address the rigor of the new standards, i-Ready helps students in grades K-8 make real gains. i-Ready collects a broad spectrum of rich data on student abilities that identifies areas where a student is struggling, measures growth across a student's career, supports teacher led differentiated instruction, and provides a personalized instructional path within a single online solution.

i-Ready:

- Provides user-friendly dashboards and clear reports with actionable data that gives teachers a foundational understanding of a student's strengths and areas of need
- Enables educators to determine each student's on-grade level proficiency based on state and national standards
- Allows teachers to create lessons that provide tailored instruction and practice to accelerate growth

- **Measures of Academic Progress (MAP) (9-11)**

  MAP is a norm-referenced measure of student growth over time. MAP assessments, joined with other data points, provide detailed, actionable data about where each student is on his or her unique learning path. MAP tests are based on a continuum of skills in Mathematics and English from low skill levels to high skill levels. MAP assessments help teachers identify the instruction level of the student and provide context for determining where each student is performing in relation to local or state standards and national norms. MAP reports allow teachers to better target instruction based on a student's strengths and needs.

  In grades 9-11, students would take the Northwest Evaluation Association (NWEA) MAP test at the beginning, middle, and end of the year. The MAP test identifies areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress.

- **Ongoing Informal Assessments:** Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments and daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner. Other more subjective assessment activities include written journal responses and group discussions.

- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, short-answer questions, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and unit tests. While the quizzes are brief and frequent (occurring after every third or fourth lesson), the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of quizzes, tests, work samples, and teacher feedback.

- **Curriculum-Based Assessments:** CalOPS SoCal uses curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts through telephone conversation. Diagnostic curriculum-based assessments (DCBAs) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBAs) authenticate student learning of concepts previously graded as completed with scores of B or higher.
- **Baseline Achievement Data:** Whenever possible, standardized test results are integrated into an incoming student's basic information in the EMS. Likewise, results for the state's standardized tests that students take while enrolled at CalOPS SoCal, which are proctored face-to-face at a physical location, are included in the EMS along with internal pre- and post-test data. This data is used to track student progress from year to year and within the year and to inform course placement and instructional needs of students.
- **State-mandated assessments:** CalOPS SoCal is dedicated to meeting and exceeding all of California's goals and grade level requirements. At in-person, proctored locations, CalOPS SoCal students participate in proficiency (CAASPP) tests and all other assessments required by California. Results of these annual assessments are reported through the CDE as well as communicated directly to parents when required. Participation in the state testing program allows for comparisons between schools statewide. Because the tests must be administered face to face, and because a significant percentage of parents exercise their right to opt out their students, participation rates in state testing can be a challenge for the school.

School Assessment Policies

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices follows a traditional model. Teachers have primary responsibility for administering assessments and providing feedback to administrators.

The Superintendent and Principals oversee the assessment program and work with the Leadership Team as well as education specialists in evaluating and making recommendations for changes.

The Governing Board has ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and approved school policy.

CalOPS SoCal's assessment program utilizes solid baseline security, as described below, and integrates a variety of forms of assessments – offline as well as online, qualitative as well as quantitative, direct and indirect, informal and formal. The school has multiple opportunities to ensure that students are doing their own work and are not being inappropriately helped by a parent or other family member.

Basic security is provided by the Parent/Legal Guardian (Caretaker) Acknowledgement (see Exhibit D) which requires signed assurances of academic integrity, and also through a unique user name and password provided to each student, distinctive from that of parents and Learning Coaches, which assures proper access to online assessments. Students are instructed about the school's Honor Code, as laid out in the School Handbook (see Exhibit B), and are reminded of and acknowledge their agreement to submit original work at the start of each online assessment.

CalOPS SoCal uses plagiarism-prevention tools like CheckMyWork, a plagiarism-checking tool (based on UniCheck™) to help teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students may be required by their teacher to run their essays and other authentic assessment documents through CheckMyWork before submitting these assignments to the teacher and attaching the CheckMyWork report URL to their submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

The variety of assessment forms also promotes security. A student's work at CalOPS SoCal begins with a placement process, providing the teacher with a solid baseline against which to compare online assessments to follow. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-and post-tests are compared against the student's portfolio samples to detect any mismatches. Teachers are specially trained in telephone and email message questioning techniques to evaluate student mastery of concepts.

Students and parents suspected of inappropriate assessment behavior are confronted immediately and subjected to standard disciplinary action as specified in the School Handbook (see Exhibit B). All students are required to sign the school Honor Code indicating their understanding of the expectations of academic honesty. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities — they cheat themselves of the opportunity to fully develop their intellectual abilities. The Honor Code serves to reinforce students' commitment to academic excellence, and all students acknowledge the Honor Code.

Schoolwide Assessment Strategies

In addition to assessment of students, CalOPS SoCal uses a variety of measures for determining the success of the overall school program.

School self-assessment/evaluation: CalOPS SoCal has very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several non-academic measures. The school administration uses the EMS to watch each of these variables very closely to monitor the school's overall success. The Superintendent, in collaboration with the staff and with the school Leadership Team, develops a list of measurable annual school goals that are designed to ensure continuous school improvement. The Governing Board approves these school goals.

Teacher and administrator evaluation: The purpose of the performance evaluation system is to create a high performance school by encouraging staff to put forth their best effort, focusing everyone on the school's main goals (as determined by the school leadership in collaboration with the Governing Board and based on the school's charter), rewarding and retaining staff based on outcomes/results, and providing continuous feedback for professional development.

Teachers and administrators normally receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. They also receive periodic feedback both formally and informally from their manager throughout the school year.

Teachers and administrators are evaluated based on competencies. The professional competencies align with the core standards for teaching, and may vary by type of teaching

position (e.g., Special Education) or administrative position (e.g., Principal). Competencies are reviewed with staff and are available for viewing and comment throughout the school year.

The core teaching competencies typically include the following (additional competencies may be assigned based on position, responsibilities, and job level):

- Ensure high quality instruction;
- Personalize students' programs;
- Monitor student performance and provide timely feedback and intervention;
- Monitor student participation;
- Communicate frequently;
- Conduct and document all required contacts; and
- Collaborate and develop professionally.

Competencies are evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of a teacher's or administrator's proficiency within each competency are evaluated using various methods including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data. Competencies are currently evaluated using the following scale and include comments from the supervisor:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

Teachers and administrators may receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies. All compensation increases, after an initial salary offer, are based on performance. Teachers and administrators may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies, and the Overall Individual Rating, as well as the school's overall achievement of its performance goals.

The outcome of an individual's evaluation may affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. A teacher or administrator needing improvement is placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

III.D USE AND REPORTING OF DATA

Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school's educational program.

Connexus captures all needed data about students, including information about their participation and their performance. This data is accessible for viewing by school staff, teachers, and parents/guardians on a moment-by-moment, day-by-day basis. In addition, this data is used for formal reporting to various stakeholders on the students' — and the school's — instructional progress.

Grade Books and Data Tools

Both Learning Coaches and teachers have access to an electronic Grade Book that tracks all results and serves as the basis for changes in the student's learning plan. A key aspect to assessments is the detailed feedback provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. CalOPS SoCal also utilizes a variety of advanced data visualization tools that provides students, parents, teachers, school administrators, district partners, regulators, and researchers with views of how students are performing**.**

In addition to formal graded assignments, teachers continuously monitor student work via the EMS. Teachers note performance on computer-graded quizzes and checks for understanding. Teachers may also reach out to students via synchronous telephone or Direct Instruction session based CBAs to verify student work and/or diagnose difficulties in mastering discrete skills and concepts. The EMS tracks teacher response time and teacher-student/teacher-parent communications. The EMS provides the school leaders with rich, actionable data on this key aspect of teacher performance.

Also, a feature in the EMS sends auto-generated email notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic email notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided, creating a continuous loop of communication on student learning.

Local Control and Accountability Plan (LCAP)

Annually, in accordance with the legal and regulatory requirements for charter schools, the school accounts for its progress against its performance measures to its stakeholders through updates to the Local Control and Accountability Plan (LCAP), submitted to the charter school Governing Board for input and approval, and then to CUSD and the County Office of Education. (See also Sections III.A and VIII.A).

All Required Reports

The EMS is fully able to meet school, district, county, state and federal customized reporting needs in the form best suited for integration with existing information systems. By using the EMS, school leaders can gather, monitor, analyze, and report more granular data about the virtual school's effectiveness than most traditional, brick-and-mortar schools find necessary.

The EMS was designed specifically for a full-time virtual school and is intended to provide 360-degree accountability through comprehensive data collection, analysis, and reporting to all stakeholders.

For example, the School Accountability Report Card (SARC) is developed annually by CalOPS SoCal staff using data collected from the EMS and is then made available to the Governing Board,

parents, district staff, and members of the public through a posting on the school and state public websites.

In addition, the school reports student data to CALPADS (California Longitudinal Pupil Achievement Data System) as required, using a state approved student information system which is populated with data from the EMS. CalOPS SoCal fully complies with its CALPADS obligations, submitting information independently of the District.

The school maintains student records in accordance with state, local, and federal requirements. All student record information is the sole property of the school and subject to applicable law. Student cumulative files are maintained both electronically and at the school office and are processed in accordance with applicable legal requirements and school policies.

CalOPS SoCal fully complies with the requirements of the Family Educational Rights and Privacy Act (FERPA), a federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's personally identifiable information in their education records from unauthorized disclosure. In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) may provide additional privacy protections for students who are receiving special education and related services. Part B of the IDEA incorporates and cross-references FERPA. CalOPS SoCal is aware of the cooperation between FERPA and IDEA and adheres to the applicable requirements of both. CalOPS SoCal complies with the Protection of Pupil Rights Amendment (PPRA) and the Children's Online Privacy Protection Act of 1998 (COPPA).

IV. GOVERNANCE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

IV.A GOVERNANCE STRUCTURE

Corporate Status

Pursuant to California Education Code section 47604(a), CalOPS SoCal is operated by California Online Public Schools (CalOPS), a California non-profit public benefit corporation. CalOPS shall comply with all provisions of the charter petition, as approved by CUSD, with respect to all activities and operations of the charter school. CalOPS may, consistent with its Articles of Incorporation and charitable purposes for which it was formed, carry out other activities which are complementary with, supportive of and not inconsistent with its charter school's operations.

The Articles of Incorporation, the Bylaws, and applicable law allow CalOPS the ability to govern multiple charter schools. CalOPS will oversee and operate at least five charter schools, with additional schools possible in the future. CalOPS is an organization determined to be tax-exempt under Section 501(C)(3) of the Internal Revenue Code (see Exhibit E for the California Online

Public Schools Articles of Incorporation, Bylaws, Conflict of Interest Code and IRS affirmation letter regarding the corporation's tax exempt determination). CalOPS bylaws provide a full description of the organization of the corporation.

CalOPS SoCal shall provide written notice to the District Superintendent of any proposed revisions to the corporation's Articles of Incorporation and/or Bylaws no less than ten business days prior to the effective date of any changes. Should the District Superintendent or designee reasonably determine that the District considers the revision(s) to be a material revision to the charter petition, the District shall so notify CalOPS SoCal in writing and the changes shall not take effect until a material revision is approved through the process set forth in Education Code § 47607 for material revision to the charter document.

Roles and Responsibilities

The Governing Board[30] governs the charter school. The Board sets policy and is responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill CalOPS SoCal's charter with CUSD as well as its obligations to the California Department of Education. CUSD shall not be responsible or liable for the operations of CalOPS. The school will be governed pursuant to this charter (current Bylaws and Articles of Incorporation are attached in Exhibit E). The Governing Board adopts all policies as required for the independent study program of CalOPS SoCal.

The roles and responsibilities of the Governing Board include, but are not limited to:

- Protecting the legal interests of the charter school;
- Determining the vision/mission of the school;
- Setting Board policy;
- Managing and governing the operations of the school;
- Exercising sound legal and ethical practices and policies;
- Managing liabilities wisely;
- Advocating good external relations with the community, school districts, media, neighbors, parents, and students;
- Hiring and evaluating the Superintendent (also referred to as the Lead School Administrator);
- Providing oversight and/or approval of major contracts as consistent with the Governing Board's responsibilities and the school's policies and procedures;
- Complying with state and federal reporting requirements;
- Practicing strategic planning;
- Approving an annual budget and interim reports as required by law;
- Ensuring adequate resources and managing them effectively; and
- Assessing the organization's performance.

[30] In this document, use of the term "Board" or "Governing Board" refers to the California Online Public School (CalOPS) Governing Board (the school's Board) unless otherwise specifically indicated as the CUSD Board (the District's Board).

The Board currently holds nine regular meetings per school year. The Board meetings are posted and typically held at the local CalOPS SoCal office and/or telephonically in compliance with California Government Code § 54953 and Education Code Section 47604.1(c). Pursuant to the Ralph M. Brown Act (Open Meeting Laws), the agenda for regular meetings are publicly posted at least 72 hours in advance of the meeting, including a public posting on the school website. The public may directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via teleconference upon request or from any teleconference location.

CalOPS SoCal shall provide to the District Superintendent (or designee) copies of all of its Governing Board and Board Committee agendas (including open session backup materials at the time they are available to the Governing Board) as respects the operation of the school at or before the time required for posting of such agendas in compliance with the Ralph M. Brown Act.

Board Composition

The members and officers of the Governing Board are selected in compliance with the Bylaws. The Governing Board, in selecting future Board Members, strives to ensure potential members are committed to the school's mission, are willing to actively support and promote the organization (both the corporation and any of its charter schools), and are dedicated to its educational endeavors.

In addition, the Board evaluates the potential members' credibility and integrity within the community. The Board actively recruits Board Members who have professional skills that complement or add to the existing Board composition. The Board endeavors to appoint at least one board member who a representative of each charter school operated by the corporation, such as someone who resides in the local area and/or a county served by that charter school, as well as a community leader in the area served by the school(s) operated by the corporation. The Board also considers members' professional, educational, and practical experience. The Board also makes an effort to appoint someone with expertise in education. In order to ensure parental involvement in the governance of the school, the Board also makes efforts to recruit a qualified parent of a current or former student who is/are/were enrolled in a charter school operated by the corporation to serve as a Board member. One board member may satisfy multiple categories.

As per the Bylaws, the Board members vote to fill positions with new or continuing Board Members, with a majority vote required. The sponsoring district of any charter governed by the Governing Board may add a representative to the Board (reference California Education Code § 47604(c)). CUSD may choose instead to select a Board liaison who would be included in all meeting notifications, meeting agendas and open session materials, and who may also have time allocated on the agenda to provide CUSD updates to the charter school Board. CalOPS acknowledges that the laws for non-profit public benefit corporations governs the removal of Board members and that CalOPS will comply with these laws.

Any current employee of CalOPS SoCal, or any current employee of any of the other charter schools governed by the corporation, are not eligible to serve on the Governing Board.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student

member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board Training

In order to ensure smooth operations and effective Board practices, the Governing Board members will participate in an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics, conflicts of interest and the Brown Act.Training topics may include charter school basics, non-profit management, conflict of interest, budgeting and financial oversight, effective meetings, policy development and human resources oversight. In addition, when Board Members participate in the California and National Charter School conferences and workshops they are able to network with other charter Board members and access additional resources in order to further their development as effective Board members.

Compliance with Corporate Law

The Board adheres to all applicable laws for non-profit public benefit corporations operating charter schools including, but not limited to the laws regarding interested parties and conflict of interest. In addition, since the Governing Board assumes responsibility for a public charter school, the Board agrees to conduct its business in compliance with the relevant sections of the Brown Act and Government Code Section 1090*, et seq.,* as set forth in Education Code Section 47604.1, and applicable provisions of the Education Code.

The Board has adopted and regularly updates a Conflict of Interest Code consistent with the Political Reform Act. The Conflict of Interest Code requires Board members and designated employees to annually file financial disclosure statements (known as the Form 700).

CalOPS' Conflict of Interest Code adopts the California Fair Political Practices Commission's Model Code and is approved by the CalOPS Board and is also sent to the Fair Political Practices Commission (FPPC) for final approval, will be submitted to the District Superintendent or designee following approval by the FPPC. CalOPS' Conflict of Interest Code shall comply with the Political Reform Act and will reflect CalOPS SoCal's full commitment to financial transparency and service. CalOPS SoCal shall be subject to applicable sections of Government Code § 1090 et seq., if the California legislature mandates as such.

CalOPS SoCal and CalOPS shall be subject to the Political Reform Act of 1974 (Government Code § 87100, et seq., the "PRA") and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California non-profit corporations and/or California charter schools. Biannually, CalOPS shall review and update its Conflict of Interest Code, which is aligned with the Fair Political Practices Commission's Model Conflict of Interest Code, pursuant to California Code of Regulations, title 2, § 18739, including the formal designation of reporters and reporting categories and the forms to be filed annually, and will review, revise and maintain that Code as current throughout the term of the Charter. CalOPS SoCal will provide a copy of the current Conflict of Interest Code and the documentation of Governing Board action adopting it or updating it to the District (and any revisions made), and will require all affected CalOPS SoCal staff members, officers and Governing Board members to comply with the adopted Conflict of Interest Code.

Operating Structure

The operating structure of the school is similar to a traditional educational environment with school principals who supervise an administrative staff and teachers. The school principals act according to the policies and procedures as approved by the Board. The principals also act in an information and advisory capacity to the Board, and are responsible for implementing Board policies in the day-to-day operation of the school. The day-to-day management of the principals is the responsibility of the Superintendent who reports to the Board.

IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

To promote student success, CalOPS SoCal strives for a high level of parental involvement. This extends beyond the central role parents play in their own children's day-to-day learning and allows parents/guardians to also be integrally involved in shaping CalOPS SoCal and making certain that it fulfills its overall mission. Parents have the opportunity to serve on the Governing Board. Parents, staff, and students may also serve in ad hoc work groups and committees as needed to advise the Board or the school administration on specific matters of interest and concern. While parental involvement is highly encouraged and critical to student success, parental involvement is not a requirement for acceptance to, or continued enrollment at, CalOPS SoCal.

In keeping with the state's new accountability strategies under the LCAP Funding Formula, CalOPS SoCal engages the school community in the development and review of the school's LCAP. This process includes soliciting feedback from parents. One route for parent feedback is the annual Parent Satisfaction Survey (more information is provided in Section VIII.A).

Since the school's goal is to provide all parents with the opportunity to be informed about and participate in school level decision-making, information about the Board meetings, agendas, and activities are readily available to all families. For example, all agendas, as well as contact information for Board members, are posted on the school website. In addition, CalOPS SoCal provides for ongoing interaction with parents via electronic feedback tools and regular parent surveys. The Governing Board typically holds its meetings at the school office in Orange County as well as telephonically to ensure that the community has the ability to easily attend meetings. Parents and members of the public can attend the Board meetings via teleconference.

Regular meetings of the Board are held according to the schedule adopted by the Board, and the agenda for regular meetings is posted on the website and at any physical location (or teleconference location if required) where the meeting will be held at least 72 hours in advance.

Additional details of the various ways that parents participate in CalOPS SoCal, include:

- **Parents Involved in Planning:** Parents of students are offered multiple ways to provide input on the planning of the school programs. Parents are represented on the School Advisory Committee, which is designed to gather input from parents on key school issues such as the Local Control and Accountability Plan, as well as the specialized academic programs such as the English Learner and academic intervention programs.

- **Parent Representation on the Board:** The bylaws provide for position to be held by a parent. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll at the school. These parent members benefit from intensive Board training geared toward making them optimally effective representatives of parent interests. Parent Board members are encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action.
- **Public Comment:** Parents (as well as other members of the public) may attend and make public comments during the public portions of all Board meetings.
- **Parent Volunteers:** The school may create volunteer positions for parents called Community Coordinators. In either this more formal volunteer role, or through informal engagement between families, parent volunteers play a critical role in the school by developing a vibrant and active school community to serve the needs of families distributed across a wide geographic region. In addition to facilitating family get-togethers and participating in formal field trips, the parent volunteers and/or Community Coordinators serve as an important communication link between families and the school, ensuring that school staff are attuned to parent community needs and vice versa. Volunteering is never a requirement for any parent.

Parent Surveys: Parent surveys are administered annually by an outside third-party administrator.

IV.D GOVERNANCE FOR SUCCESS

The governance structure was designed to ensure success for CalOPS SoCal. The non-profit is the legal entity that holds the charter. This independent non-profit Board has overall governance authority over the charter school. The Board adds additional members based on the criteria outlined in the Bylaws. The Board Members embrace the roles and responsibilities of an effective charter school Board. The Governing Board represents a diverse array of experiences and qualifications including parents, educators, business and community leaders who are committed to delivering high-quality, highly accountable virtual schools in California.

The Board ensures that the school receives input in decision making from all stakeholders: the authorizing district, parents, staff, and other community members.

CalOPS SoCal has provided a stable high quality virtual educational choice for families in Orange County and the surrounding counties and seeks to continue to do so under this renewal charter.

V. EMPLOYEE QUALIFICATIONS

V.A QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

CalOPS SoCal strives to offer a work environment that provides opportunities for each employee to maximize his or her potential and meet the highest performance standards. Incorporated in this organizational culture are core values:

- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.
- We value the health and comfort of our employees.
- We recognize and reward exceptional performance.
- We are available to answer questions or take suggestions from any employee.
- We appreciate employees' ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.
- We value and support education and expect everyone to undertake life-long learning.
- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and educational needs.

Teacher Certification

The school employs teachers who shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The school also monitors and, when required, adheres to California's implementation of federal qualification guidelines for teachers under the ESSA or its successors. Teachers teach the core academic courses in mathematics, language arts, science, and history/social studies, and noncore courses, as well. Teachers are responsible for overseeing the students' academic progress in subjects and for monitoring grading and matriculation decisions as specified in the school's operational policies.

All credential documents are maintained on file at all times and are available, upon authorizer request, for inspection.

Staff Recruitment

The school recruits staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with area colleges, charter schools and charter school organizations; outreach via enrolled families; and special outreach to teachers and administrators who are seeking a more flexible or alternative environment.

Human Resource Issues

In accordance with applicable law and in keeping with its goals of providing exceptional talent in the service of California children and their families, CalOPS SoCal assures adherence to clear guidelines regarding such human resource issues as equal opportunity employment, harassment, personnel files, and other legally required issues. All of these issues are documented in the Employee Handbook that is available to staff as part of the hiring process, as well as available online at any time.

Staff Qualifications

CalOPS SoCal has set the following experience and qualifications standards for personnel:

- **Superintendent, Directors, Principals and/or Site Administrator –** This professional should hold an advanced degree and an administrative credential. He or she should have a minimum of three years management or administrative experience; a former principal or teacher is ideal. This professional must be technology literate and have good communication skills. They must be able to build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school.
- **Teaching Staff –** Teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. Teachers must have a Bachelor's degree. The school prefers to hire teachers with teaching experience, ideally three or more years. Teachers must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Teachers should demonstrate good communication skills and be technology literate. The school pays special attention to applicants who have experience in individualized instruction, virtual teams, and distance education. Teachers responsible for providing Special Education services have experience and/or hold a valid California certification in Special Education. Additionally, EL teachers are qualified to teach EL students, as required by applicable state law, and have experience teaching EL students. EL teachers are also sought who are bilingual.
- **Administrative Support Staff –** These staff members are responsible for daily administrative tasks such as answering phones and emails, receiving visitors, entering data into the online student information system, scheduling appointments, generating reports, performing enrollment, attendance and registrar duties, executing state reporting duties, assisting administrators and teachers with administrative tasks, filing, and other duties as assigned. These staff members must have excellent communication and interpersonal skills and work well as part of a team.

Staffing Plans

CalOPS SoCal has developed staffing plans and recruits and hires sufficient staff so that the school can meet any legally required student-to-teacher ratios for California. The projected budget is developed each year based on the required student-to-teacher ratio in place for that year. The school complies with applicable California regulations regarding the student-teacher ratio. The

staffing plans also identify how many administrative and support positions are available at the school each year and lays out the allocation of staff between all of CalOPS for that year.

Staff Training

Prior to the opening of school each year, CalOPS SoCal, provides a complete training program for program teachers, the school Leadership Team, and other staff who have direct contact with students. Training topics include the curriculum, technology, monitoring student performance, and virtual school instructional techniques. Throughout the year, staff members have multiple opportunities to participate in professional development activities for the school, as well as opportunities to collaborate with teachers at other schools supported by CalOPS.

Since various groups of teachers and administrators work closely together in teams, they are also able to provide their own informal ongoing professional development, such as during regular department meetings or annual planning retreats. Additional training in health and safety areas may be included as needed to comply with the school's health and safety policies and/or applicable law. School staff members may also access outside professional development opportunities, with approval of the school leadership.

Onboarding and Ongoing Training

CalOPS SoCal's newly hired teachers participate in a series of synchronous and asynchronous sessions to transition from teaching in a brick-and-mortar school to teaching in a virtual school. Teachers learn about the school year cycle and associated tasks, and become familiar with instructional tools, reports, and resources in the EMS that are used to engage and support learners. Returning teachers have courses assigned to them that provide updates on tools and resources, and engage them in deeper learning about how to be an effective teacher in an online school environment.

Ongoing Professional Learning

Research on effective professional learning indicates that it must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional learning, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning.

Professional learning is:

- **Intensive** – Participants identify the purpose of educational practices and examine how they can be implemented in the virtual environment. Participants collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning science research are connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to Practice** – Following each session, participants apply what they have learned to their professional practice. They integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

CalOPS SoCal teachers are provided with ongoing professional learning activities throughout the year, delivered by the Connections' Academic Training team. Teachers are required to attend monthly sessions virtually on topics such as:

- Implementing specific research-based instructional strategies;
- Using effective teaching practices and communication skills for a virtual environment;
- Utilizing the state and national standards to inform instruction;
- Using technology to engage students in collaborative learning activities; and
- Using data to guide instruction.

The school's Leadership Team also develops a systematic plan to approach professional learning for all staff. Topics for professional learning are selected based on school goals, student performance data, national initiatives in education, legal requirements, and research-based best practices.

All professional learning sessions include an opportunity for feedback and evaluation to ensure that session content and resources are relevant and useful. Additionally, audits, evaluations, and in person meetings are used to gauge the effectiveness of all training and to ensure initiatives are implemented with high fidelity.

Professional Learning Communities (PLCs)

As a continuation of synchronous online professional learning sessions, CalOPS SoCal implements school-based Professional Learning Communities (PLCs) through which teachers are expected to continue the conversation within their vertical and horizontal teams. This allows for true application of new strategies and resources as teachers strive to personalize instruction and make data-driven decisions.

In addition to the systematic approach toward onboarding, training, and professional learning, teachers connect to the latest educational conferences, webinars, online courses, professional

organizations, and research/education updates. Teachers follow pertinent school news and announcements through weekly issues from the Human Resources' Communications team.

Additional Instructional Resources

During the school year, ongoing professional development sessions are also offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leadership Team at CalOPS SoCal. In addition, the following resources are available to all school staff to support their professional goals and growth plans:

- **The School Interactive Program Handbook:** The Program Handbook is a resource for teachers and school personnel to use all year. It contains policies, procedures, and "how to" components that aid the teachers on a day-to-day basis. These "how to" components also have accompanying on-line tutorial segments that visually demonstrate each process.
- **Shared Content:** Shared Content is a collection of libraries sorted by content area that contain teacher-created instructional resources. These resources are tagged by course, grade, unit title, lesson title, key words, and other relevant data so teachers can easily upload or download them for implementation with students.
- **Instructional Support Database:** The Instructional Support database provides teachers with resources that provide students with additional practice with the skills and standards covered in the curriculum. These resources can be used with students at any intervention level when skill deficiencies become evident in English Language Arts/Reading, Math, Science, and Social Studies.

Additional training in health and safety areas may be included as needed to comply with the school's health and safety policies and/or with state law.

V.B COMPENSATION AND BENEFITS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

The Governing Board has approved a compensation plan for teaching staff. The plan includes the base salary as well as additional compensation incentives. A salary range for the various teaching positions is determined and re-evaluated regularly based on research of market compensation and financial considerations. Employment offers are based on specific criteria including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases are based on the factors described herein.

The staffing plan is approved annually as part of the budget, and then in addition, the Board also reviews and ratifies changes to the staffing plan as necessary.

Teaching Positions

Teachers may receive an annual salary increase and incentives contingent upon performance of the individual and the school. The Board has the ability to adjust annual increase percentages in the event that the school does not meet financial expectations, state allocations are reduced, or required spending targets are not being met.

Teachers can also apply or re-apply for the following career ladder roles annually. The career ladder levels which earn additional compensation are as follows:

- Coordinator Teacher – base plus 4%
- Lead Teacher – base plus 9%
- Specialist Teacher—base plus 12%
- Master Teacher – base plus 15%

Non-Teaching and Administrative Positions

A salary range for non-teaching positions is determined and re-evaluated regularly based upon research of market compensation and financial considerations. Initial employment offers are based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and incentives are based upon performance.

Shared Services

The non-profit corporation employs a wide range of staff, who may be shared across all its other schools as needed. All staff costs are allocated to each school on a pro-rata basis in order to accurately allocate costs to each charter school operated by the corporation for the appropriate amount for staffing. Under this arrangement, staff serving CalOPS SoCal students may be located outside of the counties served by CalOPS SoCal, since staff members primarily interact with families virtually. This maximizes the school's ability to offer a wide range of online offerings and to employ the highest quality, geographically diverse and experienced staff. Administrators routinely travel between the schools. This staffing plan maximizes quality, increases course offerings, maximizes resources, allows flexibility in staffing, and assures the financial stability of the school.

Retirement

The Board has elected to participate in the State Teachers' Retirement System (CalSTRS) for credentialed staff, including credentialed teachers and credentialed administrative positions which support the instructional program (eligibility for participation in CalSTRS is based on CalSTRS guidelines). The Board and administration coordinate such participation, as appropriate, with the social security system or other reciprocal systems. For participation in the CalSTRS systems, CalOPS SoCal makes appropriate arrangements with a county office of education to ensure proper reporting and pays that county office a reasonable fee for the provision of such

services. The Orange County Department of Education currently handles CalSTRS reporting for CalOPS.

The current option for other staff at CalOPS SoCal is participation in the federal Social Security system. This option may be required by law for any staff members who are not eligible to participate in a state retirement system that is a replacement for social security (such as STRS). Staff members may also have access to other school-sponsored retirement plans according to policies developed by the Governing Board and adopted as the school's employment policies. The Board retains the option to elect participation in the Public Employees' Retirement System, but has no plans to do so at this time.

The school and Board also retain the right to create its own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees. CalOPS SoCal agrees that any material change to the retirement program offered to its staff will require a material revision of the charter and is subject to approval by the District.

The Board ensures that there is a process to identify which staff qualify for which retirement systems and ensures that all staff members are fairly covered.

Benefits

CalOPS SoCal provides an extensive benefits package which currently includes:

- Comprehensive health benefits (medical, dental, vision, prescription drug coverage);
- Health Care Flexible Spending Account and Dependent Care Flexible Spending Account;
- Employer paid life insurance, accidental death and dismemberment insurance, short term disability insurance, long term disability insurance, and business travel accident insurance;
- Voluntary supplemental programs (life insurance, critical illness, accident insurance, discounted auto insurance, discounted homeowners insurance, discounted renters insurance, pet care discount program);
- Paid time off;
- Employee Assistance Program (resources for seniors, emotional well-being, parenting and child care, and pet care among other resources);
- Retirement savings plan with an employer match;
- Tuition reimbursement programs (currently up to $5,250 per calendar year);
- Identity theft program; and
- Health advocate (a resource for employees to find health specialists, help transfer medical records and explain coverage among other services).

This robust benefits package is provided to eligible full time teachers and administrative staff. Other benefits for employees are detailed in the Employee Handbook and Benefits Guide, published annually. The Board retains the right to review and revise the benefits offered to its employees as may be necessary and/or appropriate from time to time.

V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(E).

Return Rights

If an employee leaves district employment to work at the charter school, the collective bargaining agreements and Board policies of that district will govern the return rights of such employees.

CalOPS SoCal may negotiate with a district to "loan" employees who would then retain their status and benefits through the district, but who would work under CalOPS SoCal's employment policies. Neither the district nor the charter school are obligated to agree to such a loan, but may do so if mutually agreeable. If a district employee is working at CalOPS SoCal, the school will notify the district prior to March 15 of each year, if any such employee is not going to be re-employed by the school the following year.

Exclusive Public Employer

The non-profit corporation, California Online Public Schools (CalOPS), which operates CalOPS SoCal, is deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Act [Chapter 10.7 (commencing with section 3540) of Division 4 of Title 4 of Title 1 of the Government Code] [Ref. California Education Code section 47605(c)(6)].

V.D HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

The following is a summary of the health and safety policies of the CalOPS SoCal:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651, the Charter School shall

store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, to the extent required by Education Code Section 49056, the Charter School shall provide

supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information

Beginning in the 2023-24 school year, the Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200

- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- procedures for conducting tactical responses to criminal incidents
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least

1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

V.E DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(E).

Disputes with the Chartering Authority

In the event of a dispute between CalOPS SoCal and CUSD regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, CalOPS SoCal requests that this will be specifically noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to CUSD's ability to proceed with revocation in accordance with Education Code Section 47607.

Within 30 days of sending written correspondence, or longer, if both parties agree, the Superintendent of CalOPS SoCal and the CUSD Superintendent, or their designees, will meet and confer in an attempt to resolve the dispute. The designees must be identified and confirmed in writing ahead of time, and the parties' initial responses to the dispute should be included in this written correspondence. If this joint meeting fails to resolve the dispute, the charter representative and the district representative will meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The mediation will incorporate informal rules of evidence and procedure unless both parties agree

otherwise. Unless jointly agreed, the process involving assistance of a third party mediator will conclude within 45 days from selection of the mediator.

All mediation costs and all other costs associated with dispute resolution will be shared equally by CalOPS SoCal and CUSD, except that each party shall bear and be solely responsible for all of its own attorneys' fees and costs.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the dispute remains unresolved, either party may pursue any remedy available under law. If the district indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils, the district reserves the right to take any action it deems appropriate to ensure the safety of students. The school reserves the right to seek legal redress for any such actions under the law.

The school is entitled to receive funds throughout the term of the charter. In the event of a dispute between the school and CUSD, CUSD will not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the charter school.

This dispute resolution process may be clarified as needed. Any and all necessary additional details may be included in the MOU with CUSD (see Exhibit G).

Internal Disputes

In addition to these processes, the Governing Board has developed, adopted, and maintained updated policies and procedures for resolving internal and other disputes. These procedures are included in the School and Employee Handbooks. The school has adopted a Uniform Complaint Procedure, the school's formal complaint procedure, which is posted on the school website and referenced in the School Handbook (see Exhibit B).

CUSD agrees to refer all complaints regarding the school's operations which are not related to a possible violation the charter to the CalOPS SoCal staff and/or Governing Board for resolution in accordance with the school's adopted policies.

All disputes or complaints that are not resolved by the school in accordance with its complaint procedures and which are related to the school's provision of Special Education services, including complaints regarding the initial placement or enrollment of students with disabilities in the school, will include notification to the school's SELPA, which is currently the El Dorado Charter SELPA.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

VI.A STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).

Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

Outreach and Recruitment

CalOPS SoCal actively recruits families that represent the full cultural, demographic, and socioeconomic range of California communities. In order to leverage the additional visibility of other CalOPS schools and to address the mobility of 21st century families, the school may use the name "CalOPS" for outreach purposes. In order to best inform parents, the school may also use a geographical reference such as (but not limited to) "Southern California" along with the CalOPS name.

CalOPS SoCal uses a variety of means to inform families about its services and provide them an opportunity to enroll including:

- **Website:** The website contains information about the school, its learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. The site includes enrollment information and procedures, required postings such as the LCAP and a link to the SARC, and many useful tools for prospective students and their families.
- **Information Sessions:** CalOPS SoCal conducts multiple Information Sessions for families throughout the counties served to assure that families from a variety of communities are able to attend. Some or all of these Information Sessions may be virtual, meaning that families attend the session from home via their computers. CalOPS SoCal uses these sessions to provide a complete array of information about its program including its curriculum, teaching methods, technology resources, and testing requirements.
- **Direct mail:** CalOPS SoCal may conduct direct mail campaigns announcing the charter school to families with children throughout Orange County and its contiguous counties. In a typical mailing, CalOPS SoCal sends out a postcard inviting parents to attend an Information Session, visit the website, and/or contact the call center. CalOPS SoCal also uses email to communicate with people who approach CalOPS SoCal and request

information. Email correspondence includes valuable information to help prospective families understand if the program is right for them.

- **Community and youth services partnerships:** As part of its outreach process, CalOPS SoCal provides information about the charter school to community, family, and youth-serving organizations such as Boys and Girls Clubs and seeks partnerships with parent groups and organizations for young actors, dancers, and athletes.
- **School district referrals and outreach:** CalOPS SoCal takes every opportunity to brief school district administrators and guidance personnel on CalOPS SoCal as an alternative for students who might benefit from individualized instruction in a non-classroom setting.
- **Media outreach:** CalOPS SoCal makes use of paid media, including television, radio, digital and/or print advertisements. The school also takes full advantage of the local media's interest in promoting community events relevant to residents in order to inform parents about informational sessions for CalOPS, celebrate the accomplishments of the students, and to raise awareness of the school.
- **Parent referrals:** Parent referrals are important to the enrollment at CalOPS SoCal, and the school works closely with families so they can share their positive experiences with their friends and neighbors. More than 94% of CalOPS SoCal parents reported that they recommend the program to other parents they know.
- **Online and Social Media Marketing:** CalOPS SoCal utilizes search engine marketing such as paid search "pay-per-click" advertising, online display advertising, and search engine optimization. The school also uses social media opportunities such as blogging and social networks such as Facebook, Instagram, and Pinterest to interact with families with an interest in learning from home.

Nondiscrimination in Admissions

CalOPS is committed to a policy of educational and workplace equality. CalOPS SoCal does not exclude, deny benefits to, or otherwise discriminate against any person on the basis of the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation or any other category protected by federal or state law in the admission to, participation in, or receipt of the services under any CalOPS educational programs and activities, or in its employment practices.

This statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the Age Discrimination Act of 1975, and the *Individuals with Disabilities Education Act of 2004* (IDEA).

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

No Tuition

As a public school, CalOPS SoCal does not charge tuition or any fees that are prohibited. CalOPS SoCal complies at all times with the terms and requirements of the free schools' guarantee of the California Constitution, Article IX, Section 5, in all aspects of the CalOPS SoCal program. Outreach communications and the School Handbook inform families that the school is tuition-free. The School Handbook (see Exhibit B) contains Board-approved policies regarding fees including statements about any allowable fees, as well as explanations about how the school provides a free public school program.

Non-sectarian

As a public school, the charter is non-sectarian in its programs, admission policies, employment practices, and all other operations.

Place of Residence

Admission to the charter school is not determined according to the place of residence of any pupil, or their parent or guardian, within California, except for such restrictions or preferences that are required or allowed by law. As an independent study school, geographic restrictions are required and are followed by the school. Students are considered eligible to attend if they provide evidence of residency within the counties served by the school. Students are eligible to enroll in CalOPS SoCal if they reside in one of the following counties: Orange, San Diego, San Bernardino, Riverside, and Los Angeles counties.

Admission Methods and Eligibility Criteria

Through its recruitment/marketing and application guidance activities, CalOPS SoCal regularly discloses full details about its program and encourages families to carefully consider its academic

rigor and practical implications before applying. CalOPS SoCal also provides tools (such as an online self-quiz, contact with other parents and contact with a Connections counselor if desired) to help parents decide whether CalOPS SoCal is truly the right fit for their children and themselves.

In accordance with admission and enrollment rules for California charter schools, minimal information is requested of parents in order to submit an application for enrollment.

This means that there are additional tasks which must be completed in order for the student to complete registration and start school, including meeting all eligibility guidelines and any enrollment or re-enrollment deadlines for the school. These additional tasks may include such things as completing online information forms, providing various documents such as proof of residency, proof of age, a Master Agreement for independent study, and immunization records or exemption information for the student.

Parents must agree to and uphold all necessary school-family agreements (such as an Independent Study Master Agreement as shown in Exhibit C and/or the PLCA in Exhibit D). Students are subject to the age and geographic restrictions for California public school admission and funding. The school's policies regarding age eligibility are included in the School Handbook (see Exhibit B).

CalOPS SoCal complies with all laws establishing the minimum and maximum age for public school enrollment for purposes of ADA funding. Students with an existing IEP are subject to Education Code § 51745 (c) which requires that the IEP state that independent study is an appropriate educational setting for the student.

Timetable/Lottery

As a non-classroom based school, CalOPS SoCal has historically been able to accommodate all eligible students who apply and complete the registration process. Enrollment (and re-enrollment) for the following school year generally opens on or around March 1, and enrollment for the current school year closes around that same time. The CalOPS SoCal enrollment team assists parents in completing the required enrollment tasks and in meeting any state-mandated enrollment requirements. However, if demand for enrollment exceeds the school resources, the Board ensures that students are admitted in a fair and transparent manner. In order to accomplish this, the Board may set an enrollment cap and implement a detailed public lottery procedure in accordance with California Education Code section 47605 (e)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (e)(2)(A) and section 47605 (e)(2)(C), CalOPS SoCal, in partnership with CUSD, makes every reasonable attempt to accommodate all the students who wish to attend the charter school. The school's adopted lottery process, conforms to all applicable federal and state requirements regarding how to weight or exempt various types of applicants and how to hold the lottery. . In the event of a lottery, preference shall be extended in the following order of priority:

1. Existing pupils

2. Children of current CalOPS employees (including any employee offered a position for the upcoming school year)
3. Siblings of existing pupils
4. Pupils who reside within Capistrano Unified School District

Once a student starts attending CalOPS SoCal, they become “existing pupils of the charter school” for purposes of any lottery and for determining sibling preference. They therefore have admission priority as enrolled students and are exempt from any lottery, as long as they submit all updated registration documents in a timely manner and continue to meet the school’s eligibility requirements in subsequent enrollment periods.

Enrollment Window

The Board may annually select a date to close enrollment to the charter school. Typically, enrollment for the school year closes shortly after the beginning of the second semester. The school reserves the right to admit a student to the school after enrollment closes, upon approval of the exception by the Superintendent or designee. For example, students moving from another geographic area who attend a different CalOPS location may be allowed to transfer after the open enrollment window has closed. The Board may also set a time frame(s) to accept applications in order to determine if a lottery will be necessary.

VI.B NON-DISCRIMINATION AND RACIAL BALANCE

CalOPS charter schools typically reflect the racial and ethnic, special education, and English learner student balance in the authorizing school district, and CalOPS SoCal actively works to do the same. Through extensive community outreach and full disclosure about the school’s program, CalOPS SoCal attracts those students and families who are most committed to student success in a virtual school setting. The eligibility requirements for admission do not discriminate, and allow any family access to the school.

In addition, CalOPS SoCal has developed administrative procedures to ensure that the school’s outreach, recruitment, and enrollment procedures do not discriminate against students based on physical, mental, emotional, learning disability or handicap, or any other legally protected classification. As part of that process, CalOPS SoCal provides parents with a clear and accurate picture of the CalOPS SoCal learning experience so they can make the most appropriate choices for their children.

CalOPS SoCal utilizes a broad reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, special education, linguistic, academic and socioeconomic backgrounds. In particular, the school will focus on achieving a student population reflective of the geographic areas served including students with disabilities, and English Language learners, including students who have been re-designated as fluent in English. In order to accomplish this, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations aid in this process. Information is included on the public website which describes how the school serves students

with disabilities. During information sessions or outreach to communities which speak languages other than English, the school may provide translators and/or informational materials in other languages. More details of the schools outreach program are described above in Section VI.A.

The EMS allows accurate collection and analysis of the school's demographic data. The data collected in this way are used to generate reports to the Board, CUSD, and the California Department of Education. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary.

VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

District students who choose not to attend the charter school may attend other district schools or may pursue an inter-district transfer in accordance with existing district enrollment and transfer policies. More information about district attendance alternatives is available from the district administrative offices. No CUSD student will be required to attend CalOPS SoCal.

If a pupil who is subject to compulsory full-time education pursuant to Education Code § 48200 leaves the charter school without graduating or completing the school year for any reason, CalOPS SoCal notifies the Superintendent of the school district of the pupil's last known address within 30 days, and shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Students enrolled in the charter school have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. Parents and guardians will be notified of this on the enrollment forms.

VI.D SUSPENSION/EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is a Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights

holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

CalOPS SoCal has established suspension and expulsion policies. As part of final confirmation during enrollment for both new and returning students, parents/guardians check a signature box confirming they have been provided access to and agree they are bound by the terms of the handbooks, including suspension/expulsion procedures.

Handbooks (general and supplement applicable to CalOPS SoCal—see Exhibit B) are available in the EMS and updated as needed. The policies may be modified at any time, as necessary, by action of the Board. The school's discipline, suspension, and expulsion policies are in accordance with students' rights and with applicable law.

As a charter school, the delineated suspension and expulsion offenses contained in California Education Code section 48900 *et. seq*. are not applicable to the school. However, the Board has reviewed those sections of California Education Code and utilized similar guidelines when they were deemed appropriate to the desired disciplinary environment of the school.

Code of Conduct

Appropriate conduct is expected of all students. The student's code of conduct is explained in the School Handbook (see Exhibit B) and includes steps to be followed in the event of misbehavior.

Academic Honesty

The school regards academic honesty as key to its mission, and academic honesty is essential in the virtual environment. Academic Honesty is detailed in the School Handbook. It is expected that students adhere to the Honor Code throughout the year and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student.

All individuals involved with the school are important contributors to upholding the academic honesty of the school and are held accountable for violations of the principles of academic integrity. Any form of academic dishonesty can cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).

- Students must not post assessments, assignments, answers to assessments or assignments, or any other CalOPS curricular materials on any media that can be seen by other students or other third parties.
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give excessive assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Board Policies

CalOPS SoCal follows formal due process procedures to deal with the discipline of students. Students are guaranteed due process of law as required by the Fourteenth Amendment to the Constitution. The discipline policies have been developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. The School Handbook (see Exhibit B), including the discipline policies, has been approved by the Board and is reviewed regularly. The Board reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

CalOPS SoCal does not discipline pupils protected under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504), the Individuals with Disabilities in Education Act, 20 U.S.C. 1400 et. seq. (IDEA), the American with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA) unless CalOPS SoCal complies with the requirements of those acts.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described herein. Upon subsequent violations that result in suspensions that exceed ten days per school year or upon any recommendation for expulsion, the school determines if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

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

Suspension (not more than nine days)

The Superintendent or grade level principal, following the due process protocol, may suspend students for up to nine days. A suspension consists of removal or restriction of access to school activities, including access to the EMS. The student is expected to continue their schoolwork

during this time. Violations that may lead to suspension include, but are not limited to the following breaches of conduct, whether committed electronically or in person:

- Bullying or harassment;
- Abusive or threatening language or conduct;
- Vandalism;
- Theft and robbery;
- Harassment or sexual harassment;
- Violation of academic honesty code;
- Unexcused absence due to truancy;
- Violation of acceptable use policy; and
- Repeated violations of any discipline issue.

The due process protocol that is included in the School Handbook includes first convening an informal hearing with the student, parent/caretaker, grade level principal or assistant principal, and other staff members as appropriate. The grade level principal (or assistant principal if designated) informs the student and parent/caretaker of the allegations and provides an explanation of the evidence that supports the allegations. The student is provided with an opportunity to present his or her version of the occurrence.

If the principal (or assistant principal if designated) determines that the incident(s) justifies suspension, written notice will be provided to the student and their parent/caretaker. The student will be provided all due process as required by law. The principal (or assistant principal if designated) has the authority to make a decision to suspend a student for up to nine days. The exact protocols to ensure due process are subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Upon the request of a parent/guardian or the affected pupil, the school shall provide access, either directly or indirectly, to a pupil who has been suspended from school for two or more schooldays for disciplinary reasons, the assignments that the pupil would otherwise have been given during that time period. If an assignment that is requested and turned in by the pupil according to the school's procedures, either upon the pupil's return to school from suspension, or within the timeframe originally prescribed by the teacher or the school's protocols, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

Expulsion

For more serious violations (see below) or for conduct that warrants suspension of ten or more days or expulsion, the following process is used. A student may be expelled by the Superintendent after providing an opportunity for a hearing before a neutral school official appointed by the school's Governing Board (the "Hearing Officer"). At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section

47605(c)(5)(J)(ii)(II). Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws.

Violations that may lead to expulsion include, but are not limited to any behavior that indicates that a student is a serious threat to the safety of others in the school, including possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, possession of or sale of controlled substances or paraphernalia at the school (including through online communication) or at any school-sponsored event.

The due process protocol for expulsions as described here has been incorporated in the School Handbook. The process starts with the grade level principal. If the grade level principal believes that a student has committed an offense that may lead to expulsion, the principal may suspend the student for up to nine days pending further proceedings and/or a hearing. During this time, the principal will refer the case to the Superintendent, who may then request a hearing by the Hearing Officer to discuss the possible expulsion of the student. Upon a recommendation for expulsion, the Superintendent or grade level principal will determine whether the suspension should be extended while the expulsion process continues.

If the Superintendent determines that a student's conduct may warrant expulsion, the Superintendent will provide timely written notice to the parent/caretaker of the student of its determination and an explanation of the student's basic rights, including the right to a hearing.

Such notice includes:

(1) the date, time and location of hearing;

(2) a description of the incident(s) and charge(s) that is are subject of the hearing;

(3) a description of student's right to a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate;

(4) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; and

(5) a description of the hearing process, which shall be adjudicated by a neutral officer, and explanation of the consequences of an expulsion.

At this hearing, the allegations and supporting evidence will be reviewed. As described in the above notice, at the hearing, the student will have the right and a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate.

The Hearing Officer, through the Superintendent, will provide notification to the student and parent/caretaker of the Hearing Officer's decision and discipline determination. The decision of the Hearing Officer is final. Students who are expelled will be referred back to their district of residence and will be given information about their right to return to CalOPS SoCal

The exact protocols to ensure due process for expulsions are subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies. CalOPS SoCal does not anticipate that CUSD will need to be involved in suspensions or expulsions of CalOPS SoCal students.

Due Process

The School Handbook (see Exhibit B) and Board policies lay out the due process for students with disciplinary issues. The discipline process has three levels: Warning, Suspension, and Expulsion. A warning is issued when a student has demonstrated a breach of conduct that is not as serious as those listed for suspension or expulsion. A warning ultimately results in written documentation. Due process for suspensions and expulsions includes informing students and parents of the charges, of their rights, and of the due process protocols, holding hearing(s) with appropriate persons/parties, allowing the student and parents to present their version of the occurrence, and written documentation of the results. Examples of the current due process protocols are described previously in this application.

In compliance with Education Code § 47605(c)(5)(J), no student shall be involuntarily removed (e.g., dis-enrolled, dismissed, transferred, or terminated) by the school unless the parent or guardian of the student has been provided written notice of the intent to remove at least five school days before the effective date of the action. The written notice shall inform him or her of the right to request a hearing before the effective date of the action. If a hearing is requested, the student will remain enrolled until the school issues a final decision.

Notification

The Board is notified, in closed session or confidential correspondence as appropriate, of any expulsion decisions. Designated school district staff for both CUSD as well as the student's district of residence will be notified in a timely way of any expulsions by a designated member of the CalOPS SoCal staff. In addition, the school includes data regarding suspensions and expulsions in reports to the state. Documentation of student discipline is maintained in the student's school records.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

VII.A BUDGETS

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).

CalOPS SoCal annually develops a budget which is submitted each year of operation to CUSD and the County Office of Education by the deadline established in Education Code. An alternate deadline may be developed mutually between the charter and the district to allow adequate time for review, and may be earlier if mutually agreed to, but in no case will it be later than July 1 each year, in accordance with California Education Code section 47604.33. CalOPS SoCal adheres to the charter school requirements of the state's Local Control Funding Formula (LCFF) statutes including compliance with LCAP requirements (see also Section VIII.A.).

Budget Development

The Superintendent, working with the school's Director of Business Services, prepares and submits a proposed budget for the upcoming fiscal year to the Governing Board at a public meeting. The Board reviews and modifies the budget as needed. Following Board approval, this preliminary budget is submitted to CUSD staff in keeping with timelines outlined in the MOU and any legally required timelines. A copy of the preliminary budget is also submitted to the County Office of Education following approval by the Governing Board. A revised school budget is typically developed, adopted, and submitted to CUSD following the start of the new school year.

Fiscal Year

The fiscal year for CalOPS SoCal is July 1 through June 30, as stated in the corporation Bylaws (see Exhibit E).

Budget Highlights and Assumptions

The attached three-year budget, which starts with the 2019-20 school year, demonstrates a school with sound financial planning (see Exhibit H).

Cash Inflows and Reserves

Revenue is based on conservative estimates of available ADA funding and conservative attendance estimates. Enrollment figures are based on the projections for school growth based

upon enrollment history for CalOPS SoCal, enrollment history for other CalOPS locations, and thorough market analysis.

Under the state Local Control Funding Formula (LCFF), the general purpose revenue includes three sources: the Education Protection Act funds, the state aid portion, and the local in-lieu of property tax payments. The LCFF revenue amount for the 2019-20 school year budget has been derived from the current projections for per pupil funding rates, any future cost of living adjustments, and the school's projected demographics.

Estimates of the rates and the methods of calculation of LCFF revenue are obtained from agencies such as the California Department of Education, the California Charter School Association, the Fiscal Crisis and Management Assistance Team, and School Services of California. Lottery funds are estimated conservatively. CalOPS SoCal is eligible for Federal Title funds and plans to access these programs annually. When federal funds are received, CalOPS SoCal then insures compliance with any applicable portions of the Every Student Succeeds (ESSA) Act. Since the school is a member of the El Dorado Charter SELPA, the school receives state and federal special education revenue directly from the SELPA. If other state categorical programs are available, the school will apply for those whenever eligible. Current funding sources outside of LCFF revenues are included in the budget (see Exhibit H).

A cumulative reserve has been projected based on the current financial status of the school and the projected budgets for future years. The reserve, as projected, would build slowly through the term of the charter, assuming the revenue amounts are stable through that time period. The reserve can help buffer any changes in revenue that may occur in future years.

Use of Funds

General purpose entitlement funding under LCFF received by the charter school shall be used exclusively for public school purposes determined by the Governing Board per Education Code § 47633(c). Public funds received by the charter school from the State of California shall be used in a manner consistent with the provisions of Article 16, section 6 of the California Constitution and the charitable purposes of the corporation.

Cash Outflows

Expenditure distributions are designed to ensure that the majority of funds are spent on instruction related costs, and therefore meet the requirements for full funding.

The program provides for the following:

- **Teaching and administrative staff:** Staff budgets and staffing numbers are prepared to meet requirements for full funding. This budget provides for a student to teacher ratio of 25:1 or less. This ratio aligns with the state's charter school pupil-to-teacher ratio for an independent study program. Should these ratios require that an adjustment be made, the Governing Board reserves the right to apply for a waiver with the appropriate agencies. Complete benefit packages are assumed at 24.5% of salary. Payroll taxes and STRS contributions are also included, using the state's current STRS contribution rate chart. The costs for teaching and administrative services, including

salary and benefits, are allocated as appropriate with CalOPS SoCal's sister schools through the employment arrangements.

- **High quality instructional program including materials and technology tools:** Costs for these items are determined annually by the Governing Board. This includes the EMS that includes, among other things, a student information system, lesson scheduling tools, accountability tools, webmail, instant messaging, chat, video and audio streaming for selected lessons and a school and local activities message board/forum.

- **Facility:** The school has a local office, currently in San Juan Capistrano. Upon approval by the grade level principal, teachers may work from the office, however, most teachers work from locations other than the office in accordance with the school's work at home policy. The school office facility also includes work spaces for the site administrator and administrative staff. CalOPS provides Internet access and technical support for staff while they are in the office and provides laptop computers that can be used from the office or from home. The lease costs are shown in the budget along with all utilities, including phone and Internet, which are budgeted separately due to the higher cost of these services in a virtual school.
- **Special Education:** The CalOPS SoCal budget includes expenditure items to provide for special education staff and services to fully meet the needs of students with disabilities. As expected, the costs of the Special Education program exceed the revenue provided through state and federal Special Education revenue. These excess costs are incorporated into the budget. The charter is an LEA in the El Dorado Charter SELPA and works with that SELPA regarding fiscal arrangements and reporting.
- **Administrative costs**: The school has a full range of administrators and administrative support staff as employees. These services are shown in categories in the budget and include such general administrative services as enrollment, records management, human resources, payroll services, accounting, facility management, regulatory reporting support, general administration and oversight, marketing services, financing services, student and parent satisfaction assessment, Board support and resource services, authorizer liaison services, etc. Examples of items covered in the educational administrative services are: education program design, analysis, and revision; curriculum planning and selection services; school handbook development; professional development planning; school leader development; and so forth.
- **Other operational costs:** The school budgets for many other expenses necessary for school success such as teacher professional development, copier costs, student testing and assessment, loaned technology for students, technology support costs, insurance, audit fees, legal fees, banking costs, dues and memberships, STRS reporting fees, Board training, district oversight fees, and so forth. Each of these is shown in detail on the budget. The audit fees include the cost of annual tax filing for the 501(c)(3) corporation. The insurance costs shown in Exhibit H are for the Directors and Officers insurance.
- **Oversight fees*:*** Expenses related to the sponsoring District include the 1% District oversight fee. The details of the fiscal arrangement and the distribution of responsibilities are included in the MOU with CUSD (see Exhibit G for a draft MOU), along with any District services that may be agreed upon on a fee-for-service basis. The District shall

charge CalOPS SoCal for supervisory oversight of CalOPS SoCal, up to any maximum permitted by law (currently described and limited in Education Code § 47613), currently set at 1%. CalOPS SoCal acknowledges that the District's actual costs in conducting its oversight obligations could meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

The budget is prepared to maximize cost efficiency and to leverage the resources available through CalOPS SoCal's relationship with other CalOPS locations, with the goal of maximizing the amount of funds that are spent on items that directly support student learning. All items in the budget are directly linked to essential elements of the educational program described in this charter and are components of a successful virtual school model. The majority of the school's resources are directed to the places where they have the most impact on students (i.e., applied to the teaching staff and to the curriculum).

Funding Determination

As is required of all non-classroom-based programs, CalOPS SoCal continues to submit a funding determination application to the California Department of Education (CDE) by the mandated deadlines. CalOPS SoCal most recently received a five year funding determination from CDE, which is in effect until the end of the 2021-22 school year. The budgets are always prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted at any point, the school will work with the California Advisory Commission on Charter Schools and the CDE staff to modify the budget so that the school can receive full funding.

Alternatively, the school may modify its revenue and/or expenditure assumptions to ensure a balanced budget. In the event that full funding is not granted, CalOPS SoCal will submit a revised budget to CUSD for approval by July 1 for the following fiscal year. The CalOPS SoCal educational program, as outlined in the charter petition, is of the highest quality. CalOPS SoCal is committed to providing this full program to its students and also to ensuring that funds are spent to carry out the mission of the school.

VII.B FINANCIAL REPORTING

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).

Financial Reports

CalOPS SoCal's Director of Business Services provides regular financial reports to the Board. Following review by the Board, financial data is reported to the District and the County Office of Education in a manner and timeline detailed in the MOU and in accordance with existing charter school law and district and state policy. CalOPS SoCal submits all documents, reports, and information to the District and County Office of Education as required by law, including but not limited to, all reports required pursuant to Education Code § 47604.33.

In accordance with current legally mandated timelines, the first interim report, which reports on budget and actuals through October 31, is submitted annually to the District and the County Office of Education no later than December 15 each year. The second interim report, which reports on budget and actuals through January 31, is submitted annually to the District and the County Office of Education office no later than March 15 each year. An annual update of certain school expenditures is provided on or before July 1 as part of the LCAP, in accordance with California Education Code sections 47605.33(a) and 47606.5.

As per California Education Code section 42100, the school will prepare, in the format prescribed by the State Superintendent of Public Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal year. This statement is then filed with CUSD and the County Office of Education by September 15 and sent to the California Department of Education following certification by CUSD.

Financial data for the charter school is reported to the state via the District, except in cases where the law requires charter schools to report directly to the state. For example, the year-end unaudited actual financial report is submitted by CalOPS SoCal to CUSD by the agreed upon deadlines each year, who in turn submits it to the county Office of Education and the state. In other situations, such as the annual independent audit, the school submits copies directly to the District, the County Office of Education, and the California Department of Education, among other parties, as required by law.

School financial records are accessible to CUSD as the authorizing agency at any time, upon request. The school responds promptly to such requests.

Fiscal Policies

The Board creates and adopts strong fiscal policies, including adequate internal control policies. In order to ensure responsible fiscal management, CalOPS SoCal consults with its independent auditor and with district fiscal staff over the design of these policies. As part of the Board's responsibilities, oversight over these policies and the internal controls occurs.

Attendance Accounting

Accurate attendance accounting is crucial to the fiscal well-being of an independent study charter school. CalOPS SoCal maintains accurate and current written records that document all pupil attendance and makes these records available for audit and inspection. In order to minimize risks to the school's revenue, CalOPS SoCal utilizes accurate and sophisticated systems for documenting student attendance. CalOPS SoCal's attendance accounting procedures comply with California Independent Study requirements, and with the district's requirements for certifying the charter school's ADA. In addition, CalOPS SoCal transfers all attendance data to a state approved attendance accounting program (e.g., Aeries) in order to generate the data required for the state's Principal Apportionment Data Collection forms. Alternatively, the attendance accounting data may be supplied in a format and level of detail similar to the Aeries program to allow efficient certification of the charter school's ADA.

VII.C INSURANCE

Insurance

The school will have the levels of coverage, as described below, at a minimum. The Board has obtained a Directors & Officers Liability policy that provides $1,000,000 in coverage. The sample certificate of insurance is included in Exhibit I.

Annually, CUSD will also be issued a certificate of insurance as an additional named insured (as stated, please see Exhibit I for samples of the current certificates of insurance).

California Online Public Schools (CalOPS) shall purchase and maintain, in full force and effect at all times during the term of this charter, insurance in amounts and types specified herein and subject to review by the District's risk manager. CalOPS obligations to acquire and maintain insurance as provided in this section of the charter shall survive the revocation, expiration, termination, or cancellation of this charter or any other act or event that would end CalOPS SoCal's right to operate as a charter school pursuant to this charter or cause CalOPS SoCal to cease operations until CalOPS SoCal and/or CalOPS have fully complied with the Closure Protocol set forth in this charter.

Without limiting this charter and/or the defense, indemnity, and hold-harmless obligations of CalOPS throughout the life of the charter, CalOPS shall obtain, pay for, and maintain in full force and effect insurance coverage or policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than " A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

1. **COMMERCIAL GENERAL LIABILITY** insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "damage to rented premises," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, and sexual abuse/molestation with combined single limits of not less than $5,000,000 per occurrence and $20,000,000 in the aggregate. These limits may be met through a combination of primary and umbrella/excess insurance. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District Risk Manager.
2. **COMMERCIAL AUTO LIABILITY** insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than $1,000,000 per accident. These limits may be met through a combination of primary and umbrella/excess insurance. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District Risk Manager.
3. **WORKER'S COMPENSATION** insurance and/or coverage, as required by applicable law, with not less than statutory limits.
4. **PROPERTY INSURANCE** and/or coverage, which shall include: (a) coverage for real property on an open or special perils basis with full replacement cost coverage and code upgrade coverage, and (b) Business Personal Property, for all furniture, equipment and supplies of CalOPS and /or CalOPS SoCal. If any District property is leased, rented or borrowed by CalOPS and/or CalOPS SoCal, it shall also be insured by CalOPS and/or in the same manner as (a), (b), and (c) previously. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District Risk Manager.
5. **PROFESSIONAL LIABILITY** insurance and/or coverage, which may also be called Educator's Legal Liability Insurance, in an amount not less than a professional aggregate limit of $3,000,000. These limits may be met through a combination of primary and umbrella/excess insurance. The deductible or self-insured retention applicable to this insurance shall be subject to the review of the District Risk Manager.

CalOPS shall provide to the District each certificate(s) of insurance required by the foregoing provisions of this charter, which shall be submitted for review by the District by July 30 of each year. The procuring of such insurance and/or coverage or the delivery of copies shall in no way be construed as a limitation of the obligation(s) of CalOPS to defend, indemnify, and hold harmless the District and its Board of Trustees, Board Members, officers, administrators, and employees.

CalOPS shall promptly respond to all inquiries from the District regarding any claims against CalOPS SoCal and/or any obligation of CalOPS under the foregoing provisions of this charter.

CalOPS SoCal and its vendors will continue to maintain and keep in force such insurance, or self-insurance, as Worker's Compensation, Liability and Property Damage, as will protect it from claims under Worker's Compensation Acts and also such insurance, or self-insurance as will protect CalOPS SoCal from any other claims for damages for personal injury, including death, and claims for damages to any property of CalOPS SoCal, or of the public, which may arise from school operations, whether such operations be by CalOPS SoCal or by any subcontractor or anyone directly or indirectly employed by any of them.

Indemnification

To the fullest extent permitted by law, CalOPS SoCal and California Online Public Schools jointly agree to promptly, fully and completely indemnify, defend and hold harmless the District, the CUSD's Board of Trustees, and each of their members, officers, administrators and employees ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, fines, or liabilities, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of CalOPS SoCal or CalOPS, and/or on the part of the board of directors, administrators, and employees of CalOPS SoCal or CalOPS in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the charter and/or in any way related to the operation or operations of CalOPS SoCal, CalOPS or of any other facility, CalOPS SoCal program, or activity of CalOPS SoCal. In the event the District determines that the interests of CalOPS SoCal and CalOPS and the District cannot be ethically represented by counsel for both parties, District shall be entitled to be represented by counsel reasonably acceptable to the District. The joint obligations of CalOPS SoCal and CalOPS to defend the District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate CalOPS SoCal or CalOPS to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, fines, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of CalOPS SoCal and CalOPS shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

CalOPS SoCal and CalOPS further jointly specify that its indemnification, defense, and hold harmless obligations pursuant to this charter extend to indemnify, defend, and hold the District and District personnel harmless from any and all financial obligations in the event of an unbalanced budget.

CalOPS SoCal and CalOPS obligation to indemnify, defend, and hold harmless the District and District personnel, as set forth in this section of the charter, shall survive the revocation, expiration, termination, or cancellation of this charter or any other act or event that would end CalOPS SoCal's right to operate as a charter school pursuant to this charter or cause CalOPS SoCal to cease operations.

VII.D ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Superintendent, with the assistance of Principals, manages the school's day to day operations as its administrative manager, including supervising certificated and non-certificated personnel. The Director of Business Services and the Board Treasurer manage budgeting and accounting for the school.

VII.E FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

As a virtual charter school, CalOPS SoCal does not require a physical facility for day-to-day learning. Students can work from the setting of their families' choice, such as the home or a supervised community location. The school may also arrange for the use of temporary facilities for short term face to face activities, such as state testing. As a non-classroom-based charter, the school is not eligible to request facilities from the District under Proposition 39 regulations.

CalOPS SoCal leases permanent office space for its administrative and teaching staff, and to house student records, and which may also serve on occasion as a testing or resource center for students. The facility is in an attractive and safe area, providing good access for administrators and teachers and any students or parents who visit the school. The facility has a certificate of occupancy, is air-conditioned, heated and illuminated appropriately, provides male, female, and gender neutral bathrooms, at least 50 percent of the restrooms are stocked with feminine hygiene products at all times, is handicapped accessible, provides parking, and is fully equipped with sprinklers and other fire safety equipment. Since 2014, the school has leased a commercial office facility in San Juan Capistrano, and the lease is in effect through July of 2019. The school plans to extend this lease for an additional term.

The facility provides the necessary infrastructure to support the required computer network. Should there be a need for further renovations, they will be made in compliance with applicable building and safety codes.

The CalOPS SoCal budget includes funds for lease and operations of such a facility, based on the current lease agreement. Facility and janitorial maintenance are currently also the responsibility of the school.

CalOPS SoCal has located its office facility within the geographic boundaries of CUSD. The facility is accessible from major roadways, allowing students and staff to reach it easily. Staff members who work from remote locations report to a grade level principal or department director. Since the technological infrastructure is in place, providing long distance support is both effective and efficient.

In addition, in the future, the school reserves the right under Education Code § 47605.1 (c), to open additional resource centers if there is a need for them as determined by input of staff and

families. CalOPS SoCal shall comply with all applicable laws for establishing resource centers, including any jurisdictional limitations to locations of its facilities. CalOPS SoCal will provide all required notification to the district and county of all facilities that it operates. Any notifications to the District and county Office of Education regarding the location of its school sites and/or resource centers will be in writing. CalOPS SoCal agrees that the addition of a new resource center or an change in the location its school sites or resource centers will require a material revision of the charter, which must be approved by the District's Board of Trustees.

VII.F TRANSPORTATION

Students at CalOPS SoCal do not require transportation services for regular school activities. While the school helps facilitate local extracurricular and recreational activities among CalOPS SoCal students and their families, the families are responsible for providing their own transportation for these activities. The school assists families with arranging transportation to the greatest extent possible, and complies with all legal requirements that may apply for transportation for students with special needs in order to access special education services. The only school event that requires students to report somewhere other than their home or immediate neighborhood is state- or school-mandated examinations, which students must take at proctored locations.

If CalOPS SoCal provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law. Any parent or guardian (or their designee) transporting students in their car to school organized events will sign appropriate waivers/release forms if required by school policy. The School Handbook (Exhibit B) also discusses parental responsibility for transportation to school events.

VII.G AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

Annual Independent Audit

CalOPS SoCal is audited annually by an independent, certified public accounting firm according to the guidelines applicable to public charter schools in California. CalOPS SoCal agrees that its annual, independent financial audits shall be prepared employing generally accepted accounting principles, as required by Education Code section 47605(c)(5)(I).

The Board commissions the audit and engages an auditor with experience in public school finance. The Board solicits a proposal from at least one audit firm approved by the state to audit public schools, then reviews the proposal(s) as part of an agenda item in open session of a Board meeting. The Governing Board may appoint a standing or ad hoc Audit Committee to engage the auditor, review the audit, and make decisions on resolving any audit findings. The Audit Committee may be the full Board. The Board (or the Audit Committee, if appointed) approves an audit proposal by a majority vote.

The cost of the independent audit is borne by CalOPS SoCal. Copies of the audit are submitted to the District, the County Office of Education, the state controller’s office, the California Department of Education, and any other agency as required by law within 180 days of the end of the fiscal year and in no case later than December 15 of each year.

Audit Exceptions and Deficiencies

CalOPS SoCal has not historically had audit findings, exceptions, or deficiencies. A copy of the annual audit, including any auditor's findings is forwarded to the Board, or if appointed, to a standing or ad hoc Audit Committee of the Governing Board. The Board, or, if appointed, the Audit Committee, would review the audit and any audit exceptions or deficiencies. If the Audit Committee has reviewed the audit exceptions, it would then report to the Governing Board with recommendations on how to resolve them. The Board would take action on a plan for resolving any audit exceptions or deficiencies, which would include timelines and deadlines for the plan. The Board then would report to CUSD and any other required agencies regarding how the exceptions and deficiencies have been or will be resolved. The Board is responsible for overseeing the resolution of any audit exceptions and for working with CUSD regarding any concerns about the resolution plan. CalOPS SoCal will also copy CUSD on its communications with other agencies regarding audit exceptions or deficiencies, including the Orange County Department of Education and the California Department of Education. Any disputes between CalOPS SoCal and CUSD regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section V.E. The District may elect, at its own cost and expense, to have its accountants review the audit exceptions and deficiencies.

VII.H CLOSURE PROTOCOL

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

In the event that CalOPS SoCal ceases operation for any reason, CalOPS SoCal and its Governing Board are responsible for school closure procedures and will cooperate with CUSD and the California Department of Education to the extent necessary to provide an orderly return of the students to their local schools or a school of choice. CalOPS SoCal follows the charter school closure procedure regulations from the California Department of Education [*CCR-5 §11962]*.

In the event of school closure, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of CalOPS. All grant funds and restricted categorical funds shall be returned to their source as required by the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. To the extent the Charter School leases or rents its facility from a related party or subsidiary, as identified in its audited financial statements according to generally accepted accounting principles in the United States, or owns its facility, the Charter School shall include a statement describing its plans for the use of the facility in its final audit.

Any donated materials and property shall be returned in accordance with any conditions established when the donation of such materials or property was accepted.

Upon the dissolution of CalOPS, disposal of any net assets remaining after the liabilities of the charter school have been paid or otherwise addressed shall occur in accordance with applicable law and the corporation's Articles of Incorporation and Bylaws.

The decision on distribution of the school's assets will be made by the Governing Board. If CalOPS SoCal does not have sufficient assets to pay all of its bills at the time it ceases operation, neither CUSD, the Orange County Department of Education, nor will the CDE be responsible for its unpaid bills.

Other Closure Procedures

- The decision to close the charter school will be documented by an official action of the school's Governing Board. The action will identify the reason for closure. A notice of school closure will be sent to parents/guardians, CUSD, the California Department of Education, the County Office of Education, the school's Tula, and any retirement systems in which the school's employees participate (*e.g.*, the State Teachers' Retirement System), the accrediting body WASC, the University of California a-g office, the NCAA, as well as all other agencies as required. This notice will contain all relevant and required information, including the effective date of closure; the name and contact information for the person reasonable for responding to inquiries regarding the closure; the students' school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

- Parents/guardians and students will be notified in writing and will be provided with or have access to student information or records necessary to facilitate transfer to another school.
- Other school districts that may need to provide services to the charter school students may be notified in writing.
- The school's Governing Board or its designee shall create a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, and will provide the list to the person/entity responsible for closure activities.
- A process for transfer of student records, all state assessment results and any special education records will be established and followed. In addition, a plan for the maintenance of school and student records for a reasonable period of time following the closure will be made. All student records will be turned over to the students' district of residence, when known, unless otherwise agreed in the adopted plan. Personnel records will be transferred or maintained as required by law.
- An independent audit of the school will be completed as quickly as feasible, but not later than six months following closure of the school, and will include at least the following:
    - An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
    - An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
    - An assessment of the disposition of any restricted funds received by or due to the charter school.
- Any required final financial or other reports will be submitted to the CDE and other applicable agencies.
- Copies of all financial and attendance records will be provided to the sponsoring district according to state and federal requirements, unless otherwise agreed upon by both the Board and CUSD's Governing Board.
- If financial liabilities are incurred during the closure procedures, CalOPS SoCal will be fully responsible for payment of these, according to the Board adopted financial plan.

This closure protocol shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end CalOPS SoCal's right to operate as a charter school pursuant to this charter or cause CalOPS SoCal to cease operation.

Financial Reporting and Controls

The school's budget is developed and managed by CalOPS SoCal staff and approved by the school's Governing Board.

CalOPS SoCal staff, plus the Board Treasurer and Board are responsible for reviewing, evaluating, managing, and/or approving these items, and for providing them (through their designees) to the appropriate state and local agencies (see also Section VII.B.).

VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL, AND REVOCATIONS

VIII.A ACCOUNTABILITY REPORTS

In order to ensure adequate progress towards renewal of the charter, CalOPS SoCal compiles and provides a LCAP to CUSD as well as to any other required agencies as required by law (currently found in California Education Code section 47606.5). The format and evaluation of the plan adheres to state laws (currently laid out in California Education Code sections 52064 and 52064.5). Additional information regarding the LCAP is found in Section III.A. The school may request that the district Governing Board formally review and/or accept the plan. The LCAP includes any state required elements, including a summary of progress towards the goals developed for the LCAP. The LCAP or other alternative accountability reports may include other optional data, such as:

- Summary data showing student progress toward the goals and outcomes specified in Section III.A from the assessment instruments and techniques in Section III.C.
- An analysis of whether student performance is meeting the goals specified in Section III.A. This data may be displayed on both a school-wide basis and by subgroups, which are disaggregated by numerically significant racial and ethnic and other categories.

Additional accountability measures related to the charter school's performance are listed herein and may be included in the SARC, the California School Dashboard, and/or other accountability reports:

- Data on the level of parent involvement in the school's governance (and other aspects of the school, where applicable) and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the school and their qualifications;
- Information on the racial, ethnic, and socioeconomic composition of the school, and a demonstration of whether the school implemented the means listed in charter Section VI.B to achieve a racially and ethnically balanced student population;
- Information regarding the school's outreach and admissions practices during the year and

data regarding the numbers of students enrolled;

- Data on the number and resolution of disputes and complaints under the school's Uniform Complaint Procedures;
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally; and
- The annual audit and other relevant financial information.

In addition to meeting any requirements of the state, in particular for the LCAP, CalOPS SoCal works with CUSD to jointly develop content, evaluation criteria, timelines, and process for any additional accountability reports.

When needed, these arrangements are laid out in the MOU with CUSD.

The school and District will also jointly develop an annual site visitation process and protocol to enable the District to conduct its oversight responsibilities, gather information needed to confirm the school's performance and compliance with the terms of this charter.

VIII.B TERM OF THE CHARTER

The term of the charter will be five years, commencing on the first day of the fiscal year following the date that the charter is approved by the CUSD Governing Board, and expiring five school years later, unless renewed. This charter is not intended to expire prior to the end of the fifth school year following the approval.

VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES

CUSD may inspect or observe any part of the school at any time, but will provide reasonable notice to the Superintendent or Site Administrator, to the extent practicable prior to any observation or inspection. CUSD will provide such notice at least three working days prior to the inspection or observation unless the school's Governing Board or Superintendent agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by CUSD without the consent of the Governing Board, which shall not be unreasonably withheld.

The school agrees to promptly respond to all reasonable inquiries, including requests for financial records, from the District, County Office of Education, or the California Department of Education. CalOPS SoCal agrees to permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel, attendance accounting, and pupil records, subject to FERPA and employee privacy laws. CalOPS SoCal shall promptly comply with all reasonable inquiries from the District in accordance with Education Code § 47604.3. CalOPS SoCal shall be subject to the California Public Records Act.

VIII.D REVOCATION

Prior to commencement of revocation proceedings, CUSD and CalOPS SoCal may first endeavor to resolve any dispute under the dispute resolution process set forth in Section V.E. If, following the completion of that process, the Governing Board of the District believes it has cause to revoke this charter, the District agrees to notify the Governing Board of the school in writing, noting the specific reasons for which the charter is in danger of being revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action. In accordance with California Education Code section 47607(f) and 47607.3, the following items may be considered violations that could lead to revocation or non-renewal of the charter:

- A material violation of any of the conditions, standards, or procedures set forth in the charter;
- Failure to meet or pursue the pupil outcomes identified in the charter;
- Failure to meet generally accepted accounting principles;
- Fiscal mismanagement; and
- Violation of the law.

CalOPS SoCal and CUSD agree to follow the interventions explained in California Education Code section 47607.3 regarding failure to meet pupil outcomes. If the charter school disputes the cause(s) for revocation, the dispute procedures listed in Section V.E will apply. Notwithstanding any other provision of this charter, the District shall comply with applicable laws and regulations regarding revocation proceedings.

All attempts will be made to avoid school closure due to revocation in the middle of a school year.

In the event that the school is closed, the closure protocols and processes as described in Section VII.H will be followed.

VIII.E RENEWAL AND AMENDMENT PROCESS

The Governing Board of CalOPS SoCal may request from the CUSD Governing Board a renewal or material revision of the charter at any time prior to expiration. However, renewal requests ideally should be presented by the school to the district no later than 120 days prior to the expiration of the charter. It will be the goal of CalOPS SoCal to submit the necessary documentation for each renewal request any time between July and December of the final year of operations approved hereunder. This timing provides CalOPS SoCal and the District an adequate opportunity to focus on the renewal request, while taking into account all years of performance. Such renewal request shall include, but is not limited to, a complete charter that has been revised and updated to meet all legal requirements and reflect the current status and practices at CalOPS SoCal, including an electronic version of the revised charter and attachments thereto, and printed versions upon request of the District. The school will work with CUSD to follow District policy regarding charter renewals.

The CUSD Governing Board agrees to hear and render a renewal decision pursuant to the charter petition review timelines and processes as specified in the California Education Code section 47605(c) and CCR Title 5, Section 11966.4.

Renewals will be for a period of two to seven years, as is currently specified in California Education Code sections 47607 and 47607.2.

The charter may be materially revised at any time using a process similar to the renewal process. Any material revision of the charter requires an amendment that must be approved by the Governing Board of the charter granting authority prior to taking effect. Non-material amendments to the charter may occur by approval of the charter school Governing Board and notification to and review by CUSD staff.

CalOPS SoCal and CUSD must agree on whether an amendment is material or non-material. The charter school agrees to contact the District Superintendent when any amendment, either material or non-material, is proposed. The charter school and CUSD do not anticipate that language regarding student performance, student outcomes, school finances or any other elements of the LCAP or its annual updates will constitute or create material revisions to the charter. The school will work with CUSD to follow District policy regarding charter amendments.

IX. IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential effects of the charter school on the school district, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. Education Code Section 47605(h).

IX.A CUSD's MISSION

CUSD's mission is "to prepare our students to meet the challenges of a rapidly changing world"[31] and incorporates a vision of an unwavering to student success. CalOPS SoCal supports and enhances this mission by providing each student with a Personalized Learning Plan which challenges individual students to excel and succeed through a differentiated educational path. When students work at a challenging but realistic level that fits their educational needs and goals, they develop academic confidence, feel positive about their school experience, and in turn realize their potential and are empowered in their success. This allows students to become contributing citizens in a diverse and global society.

CalOPS SoCal has reviewed CUSD's WIGs (Wildly Important Goals), listed below.

1. Teaching and Learning

Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

2. Communications

Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.

3. Facilities

Optimize facilities and learning environments for all students.

As a charter school authorized by CUSD, CalOPS SoCal supports these WIGs by providing a challenging and innovative educational program, engaging students, families and community members both from within and outside of CUSD and optimizing the alternative learning environment for students who choose to enroll in the school.

CalOPS SoCal promotes strong parent partnerships and offers a safe learning environment for all students. In addition, the strong foundation in technology that students receive in a virtual school help to prepare them for post-secondary options and a rapidly changing world.

[31] http://capousd.ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1219972013237&vdid=i10b1qfopu1jt#mission

IX.B BENEFITS

There are many benefits that CUSD receives through sponsoring CalOPS SoCal. One of the most significant benefits is being able to serve students who were underserved or not being served within the community. Providing access for students to fully qualified teachers and to innovative, interactive 21st century curriculum meets the goals and mission of CUSD. It also provides an opportunity for CUSD to reengage students in a charter sponsored by CUSD who may have chosen other virtual or charter opportunities.

The school district and community benefit from the teaching and administrative positions that are created at CalOPS SoCal. This has an economic impact on the local community.

The District provides supervisory oversight as required by law, in exchange for an oversight fee of up to 1% of the portion of the charter school's annual public revenue, as defined in California Education Code section 47613 (f).

CalOPS SoCal represents an outstanding virtual educational choice for families in Orange County and contiguous counties and this builds awareness of CUSD's innovative approach to learning. Increased awareness of CUSD is of benefit to CUSD's own community outreach efforts.

IX.C FACILITIES

CalOPS SoCal has no negative impact on the district with respect to facilities. As a non-classroom-based program, CalOPS SoCal is not eligible for facilities under Proposition 39. The school agrees to comply with all applicable laws related to jurisdictional limitations to the locations of its facilities and any legally required notices regarding school sites.

The school agrees to notify the district and county office of education of the location of all its sites and/or resource centers. The school agrees to comply with all applicable laws regarding its facilities, including any legal geographic limitations on charter school sites.

IX.D ADMINISTRATIVE SERVICES

CalOPS SoCal staff cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District and the charter school may enter negotiations during the MOU process to provide services to the charter school. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Superintendent or designee of the District is authorized to negotiate and enter into an agreement to provide services to the charter school.

IX.E CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

Since the school is operated by a non-profit public benefit corporation, CalOPS SoCal is legally independent from CUSD. In addition, CalOPS maintains adequate insurance coverage to further limit liability of the district. Internal dispute processes are in place to decrease the incidence of legal disputes. CalOPS has retained services of attorneys familiar with charter school legal issues to prevent legal problems from arising.

CalOPS SoCal shall indemnify, defend, and hold harmless the District to the fullest extent permitted by law and in accordance with the terms of this charter and the MOU between the District and CalOPS SoCal. The charter school shall work diligently to assist the District in meeting any and all oversight obligations under the law, including annual meetings, reporting, or other District requested protocol. CalOPS and its employees will institute appropriate risk management practices and health and safety policies and practices.

Debts and Obligations

CalOPS shall be solely responsible for all costs and expenses related to this charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.

Independent Entity

CalOPS and its officers, board members, employees and volunteers shall operate and provide the school services pursuant to this charter as a wholly independent entity. The District and CalOPS shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of CalOPS SoCal and/or CalOPS.

Contracting

CalOPS shall have no authority to enter into contracts for or on behalf of the District and the District shall have no authority to enter into contracts for or on behalf of CalOPS. Any contracts, purchase orders, or other documents which are not approved or ratified by CUSD's Governing Board as required by law, including but not limited to, Education Code § 17604, shall be unenforceable against the District and shall be CalOPS' sole responsibility.

X. AFFIRMATIONS AND DECLARATION

Governing Law, Construction, and Compliance with Law

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

This assurances page is intended to be signed by a duly authorized representative of the applicant and submitted with the full charter application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for California Online Public Schools Southern California, is true to the best of my knowledge and belief; and further I understand that if awarded a renewal of the charter, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(d)(1)].
2. California Online Public Schools non-profit public benefit corporation will be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act [chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.] [Ref. California Education Code Section 47605(c)(6)]
3. Will be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e)(1)]
4. Will not charge tuition or other prohibited fees. [Ref. California Education Code Sections 47605(e)(1) and 49010 *et seq.*].
5. Will admit all eligible students who wish to attend the Charter school, unless the Charter school receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. California Education Code Section 47605(e)(2)(A)-(C)]
6. Will comply with all laws establishing the minimum and maximum age for public school enrollment and funding. [Ref. California Education Code Section 47612(b) and 47610(c)]
7. Will not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other

characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. California Education Code Section 47605(e)(1)].

8. Will adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
9. Will notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the school without graduating or completing the school year for any reason, and the school shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code § 47605(d)(3)].
10. Will, on a regular basis, consult with its parents and teachers regarding the school's education programs. [Ref. California Education Code § 47605(c)(2)]
11. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Criteria for Review, section 11967.5.1(f)(5)(C)] and including the criminal record background check and summary required by Ed Code 44237.
12. Will ensure that teachers in the school hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. California Education Code Section 47605(l)(1) and 47605.4(a)] The school will also insure that copies of these credentials will be kept on file at the school and available for inspection upon request.
13. Will at all times maintain all necessary and appropriate insurance coverage.
14. Will for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
15. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

16. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
17. The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
18. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
19. Will comply with any applicable jurisdictional limitations and requirements set forth in the Education Code. [Ref. California Education Code §§ 47605 & 47605.1]
20. Will submit an annual accountability plan to the authorizer as laid out in California Education Code § 47606.5.
21. Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.
22. Will comply with all regulations regarding independent study programs that are applicable to charter schools.
23. Will comply with all state audit and other state reporting requirements for charter schools.
24. Will comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.
25. Will comply with the Public Records Act.
26. Will comply with the Family Educational Rights and Privacy Act.
27. Will ensure that meetings of the Governing Board for the school shall comply with the the Ralph M. Brown Act.
28. Will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
29. Will respond to all inquiries regarding records, both financial and other, and will provide access to the district to such records.
30. Will comply with Government Code section 1090, *et seq*., as set forth in Education Code Section 47604.1 ("Section 1090").
31. The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

California Online Public Schools Southern California Renewal APPROVED with amendment 4-21-21



4/21/21

Signature Date

Dr. Richard Savage

Printed Name

Superintendent

Title

EXHIBITS

A	Personalized Learning Plan (Sample)
B	General School Handbook 2018-19 & California Connections Academy School Handbook Supplement
C	Master Agreement (Sample)
D	Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) (Sample)
E	California Online Pubic Schools (CalOPS) Documents—REVISED PER RENEWAL MOU
F	Statement of Agreement (Current)
G	Memorandum of Understanding (Draft)
H	Business Plan, including Budgets and Cash Flow Narrative—REVISED PER RENEWAL MOU
I	Insurance Certificates (Sample)

4882-1573-1605, v. 1

Coversheet

Approval of Capistrano Unified Memorandum of Understanding (MOU) (attached)

Section:	IV. Consent Items
Item:	G. Approval of Capistrano Unified Memorandum of Understanding (MOU) (attached)
Purpose:	Vote
Submitted by:	
Related Material:	Memorandum of Understanding CalOPS SoCal and CUSD Jan 2024.pdf

MEMORANDUM OF UNDERSTANDING BETWEEN CAPISTRANO UNIFIED SCHOOL DISTRICT AND CALIFORNIA CONNECTIONS ACADEMY SOUTHERN CALIFORNIA CHARTER SCHOOL

This Memorandum of Understanding ("Agreement") is executed by and between the Capistrano Unified School District ("District"), a school district existing under the laws of the State of California, and California Online Public Schools, a California nonprofit public benefit corporation authorized to operate California Online Public Schools Southern California ("Charter School"). The District and Charter School are collectively referred to as the "Parties."

RECITALS

A. The District is Charter School's chartering authority.

B. This Agreement is intended to address certain aspects of Charter School's operations and relationship with the District given the recent extension of the term of Charter School's charter to June 30, 2027 due to the amendment of Education Code section 47607.4, though the Agreement is not required to effectuate the legal extension of the Charter School's charter term.

C. The terms of the Agreement are intended to modify the current Agreement between the parties. To the extent that the terms of this Agreement are inconsistent with any terms of the charter, this Agreement shall control. If the charter is silent on an issue addressed by this Agreement, this Agreement shall control.

D. This Agreement is intended to supplement the oversight practices already implemented by the District and required by law.

AGREEMENT

A. TERM

1. This Agreement shall be effective upon execution by both Parties and shall remain in effect until June 30, 2027 unless terminated earlier in accordance with the Agreement.

2. This Agreement shall terminate automatically upon closure of the Charter School for any reason. "Closure" means that all legally required closure processes are completed, including completion of a final audit as required by law.

3. The Parties may review this Agreement at least annually, and it may be amended or augmented in writing at any time by mutual agreement of the Parties. The Parties may also agree at any time to terminate this Agreement.

B. MATERIAL REVISIONS TO CHARTER

1. Any proposed expansion of grade levels or addition of school sites will require a material revision to Charter School's charter. Charter School understands and agrees that this is not an exhaustive list of the changes to Charter School's charter that may require a material revision. Other proposed modifications of the charter must be submitted in writing to the District for determination as to whether a material revision is warranted. Material revisions will be processed in accordance with Education Code sections 47605 and 47607.

2. Charter School understands and agrees that material revisions of its charter may only be made upon the approval of Charter School's governing board and will only take effect if subsequently approved by the District's Board of Trustees.

C. GOVERNANCE

1. GOVERNING BOARD MEETINGS

a. Charter School will maintain a roster and biographies of the current members of Charter School's governing board on its website and will update its website as soon as possible whenever the information changes.

b. Charter School will post an annual calendar of governing board meetings on its website.

c. Charter School will post meeting agendas and meeting minutes on its website and will conduct its governing board meetings in accordance with the Ralph M. Brown Act ("Brown Act"), Government Code section 54950 et seq.

d. Charter School will provide the District with prior notification of all meetings of Charter School's governing board and e-mail the District copies of governing board meeting agenda packet materials and documents at the time of posting.

e. Beginning January 1, 2024, within ten (10) business days of Charter School board meetings, including special and emergency board meetings, Charter School shall provide CUSD with a complete audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, except for confidential communications as defined in Evidence Code section 952 and Government Code section 54963. Charter School will update the District as to any changes to the Charter School board calendar within ten (10) business days.

2. BROWN ACT AND CONFLICT OF INTEREST TRAINING

a. Charter School will provide annual Brown Act training to its governing board members and key administrative staff.

b. Charter School will adhere to its Conflict of Interest Code and all applicable

conflict of interest laws, including Government Code section 1090 and the Political Reform Act of 1974, as required by Education Code section 47604.1. Charter School will train its governing board members and impacted Charter School employees regarding its Conflict of Interest Code and conflict of interest laws. Upon request, Charter School will provide the District with verification that all governing board members and impacted Charter School employees have participated in conflict of interest training.

D. PROGRESS UPDATES

1. Charter School will annually prepare and submit to the District a local control and accountability plan ("LCAP") and an annual update to the LCAP, pursuant to Education Code sections 47604.33 and 47606.5, which shall utilize the LCAP template adopted by the State Board of Education and include all of the following:

a. A review of the progress toward the goals included in the charter, an assessment of the effectiveness of the specific actions described in the Charter toward achieving the goals, and a description of changes to the specific actions the Charter School will make as a result of the review and assessment; and

b. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (a) above.

2. In accordance with Education Code section 47605.6, subdivision (e), Charter School shall present a report on the annual update to the LCAP and a local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of Charter School's governing body. The report shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP. No later than March 15 of each year, Charter School will provide the District with the following:

a. A copy of Charter School's LCAP midyear review report and budget overview;

b. A copy of the LCAP midyear review presentation provided to Charter School's governing board;

c. An update on Charter School's enrollment; and

d. An update on Charter School's key leadership positions.

3. The District may request additional updates and/or reports at any time during the year.

E. SUBMISSION OF OVERSIGHT ASSURANCES

No later than September 1 of each year, Charter School shall review, complete, sign, and

submit the Oversight Assurances checklist attached hereto as Exhibit "1" to the District.

F. FINANCIAL REPORTING

Charter School shall submit the annual financial reports to the District as required by Education Code section 47604.33. Charter School agrees to provide any additional financial documentation requested by the District within ten (10) business days of such request unless the Parties agree to a different date.

G. SEVERABILITY

If any provision or part of this Agreement is determined to be invalid and/or unenforceable or contrary to public policy or law, the remainder of the Agreement shall remain valid and enforceable.

H. NOTIFICATION

All notices, reports, updates, requests, and other communications under this Agreement shall be in writing and transmitted by e-mail as follows:

To the District at:
Heidi Crowley
hacrowley@capousd.org
33122 Valle Road
San Juan Capistrano, CA 92675
949-234-9220

To Charter School at:
Richard Savage
rsavage@californiaops.org
33272 Valle Road
San Juan Capistrano, CA 92675
949-461-1667

_____ _____
Signature Charter School Administrator Date

_____
Printed Name and Title

Signature District Administrator

Date

Printed Name and Title

Coversheet

Approval of CalOPS 2024-25 Academic and Staff Calendars (attached)

Section:	IV. Consent Items
Item:	H. Approval of CalOPS 2024-25 Academic and Staff Calendars (attached)
Purpose:	Vote
Submitted by:	
Related Material:	24-25 CalOPS School Calendar.pdf 24-25 CalOPS Attendance Calendar (Internal Use Only).pdf 24-25 CalOPS Teacher Calendar.pdf 24-25 CalOPS Administrative Calendar.pdf



California Public Sch 2024-2025 - School Calendar

Event	School Status	Date
First Day of School	School and Office Open	September 3, 2024
Veterans' Day	School and Office Closed	November 11, 2024
Fall Break	School Closed/Office Open	November 25-26, 2024
	School and Office Closed	November 27-29, 2024
Winter Break	School Closed/Office Open	Dec. 23, 2024 - Jan. 3, 2025
	School and Office Closed	December 25, 2024 - January 1, 2025
Martin Luther King, Jr. Day	School and Office Closed	January 20, 2025
First Semester End Date	School and Office Open	January 29, 2025
Teacher Work Day	Staff Work Day	January 30, 2025
Mid Semester Recess	School Closed/Office Open	January 31, 2025
Second Semester Start Date	School and Office Open	February 3, 2025
Presidents' Day	School and Office Closed	February 17, 2025
Physical Fitness Testing -	School and Office Open	March 18, 20, 25, 2025
Spring Break	School Closed/Office Open	April 14-18, 2025
CAASPP (State Testing)	School and Office Open	April 21 - May 23, 2025
Memorial Day	School and Office Closed	May 26, 2025
Senior Deadline (HS Only)	School and Office Open	June 10, 2025
Last Day of School	School and Office Open	June 17, 2025
Juneteenth	School and Office Closed	June 19, 2025
School Closed - July 1-5, 2024; November 11, 2024; November 25-29, 2024; December 24-Jan 1, 2025; January 20, 2025; February 17, 2025; May 26, 2025; June 19, 2025, June 23-27, 2025		

School Status Legend:

School Closed/Office Open = Students and Teachers are not in school but Administrators are on duty

School and Office Closed = No one is in school

School and Office Open = Everyone is in school

Staff Work Day = Students are not in school but Administrators and Teachers are on duty

California Online Public Schools Attendance Calendar 24-25

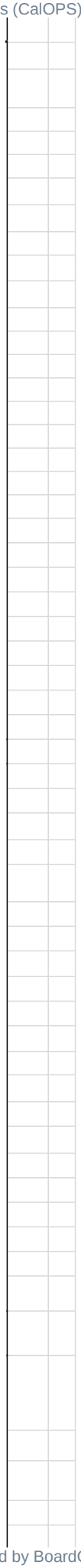
INTERNAL STAFF USE ONLY: DO NOT POST OR DISTRIBUTE

Attendance Month		*Calendar Month*	*M*	*T*	*W*	*TH*	*F*	*Teacher Days*	*Student Days*	Student and Teacher Holidays
		Aug	5	6	7	8	9	0	0	
			12	**13**	14	15	16	4	0	Teacher Only Work Days**
			19	20	21	22	23	5	0	No School for students
			26	27	28	29	30	4	0	Labor Day
		Sept	2	**3**	4	5	6	4	4	***1st day of school Sept 3***
			9	10	11	12	13	5	5	
			16	17	18	19	20	5	5	
Month 1	19		23	24	25	26	27	5	5	***End of attend Month***
		Oct	30	1	2	3	4	5	5	
			7	8	9	10	11	5	5	
			14	15	16	17	18	5	5	
Month 2	20		21	22	23	24	25	5	5	
		Nov	28	29	30	31	1	5	5	
			4	5	6	7	8	5	5	PS Q1 Ends 11/4
			11	12	13	14	15	4	4	Veterans' Day
			18	19	20	21	22	5	5	
Month 3	19		25	26	27	28	29	0	0	Fall Break
		Dec	2	3	4	5	6	5	5	***End of P1/M3= 11/29***
			9	10	11	12	13	5	5	
			16	17	18	19	20	5	5	
			23	24	25	26	27	0	0	Winter Break
Month 4	15	Jan	30	31	1	2	**3**	0	0	
			6	7	8	9	10	5	5	
			13	14	15	16	17	5	5	
			20	23	24	25	26	4	4	Martin L King Jr. Day
Month 5	17		27	28	29	30	31	4	3	Mid Semester Recess
		Feb	3	4	**5**	6	7	5	5	# days in first semester **90**
			10	11	12	13	14	5	5	
			17	18	19	20	21	4	4	Presidents' Day
Month 6	19		24	25	26	27	28	5	5	
		March	3	4	5	6	7	5	5	
			10	11	12	13	14	5	5	
			17	18	19	20	21	5	5	***End of P2/M7= 3/28***
Month 7	20		24	25	26	27	28	5	5	*P2 due to districts 4/11*
		April	31	1	2	3	4	5	5	
			7	8	9	10	11	5	5	PS Q3 Ends 4/7
			14	15	16	17	18	5	5	Spring Break
Month 8	15		21	22	23	24	25	0	0	
		May	28	29	30	1	2	5	5	Testing window April 21 through May 23
			5	6	7	8	9	5	5	
			12	13	14	15	16	5	5	
Month 9	20		19	20	21	22	23	5	5	
			26	27	28	29	30	4	4	Memorial Day
		June	2	3	4	5	6	5	5	
			9	10	11	12	13	5	5	PS Q4 Ends& Senior Deadline 6/10
Month 10	16		16	17	18	**19**	20	3	2	***Last day of school June 17***
			23	24	25	26	27	0	0	Juneteenth
	180					***Total Teacher Days***		**195**	***180***	***Total Student Days***

Teacher (and 10 month staff) only work days:**	ALL TEACHERS: Aug. 13-August 31, January 30, June 18	# days in 2nd semester	**90**
Student Holidays:	ept. 3 (Labor Day); Nov. 11 (Veterans Day); Nov. 25-29 (Fall Break); Dec. 23- Jan. 3 (Winter Break); (Martin Luther King Jr.); Jan. 30-31 (Mid year Semester break); Feb. 17 (Presidents' Day); April 8-12 (Spring Break); May 26 (Memorial Day)		
End of attendance months:	Sept. 27, Oct. 25, Nov. 29, Jan. 3, Jan. 29, Feb. 28, Mar. 28, Apr. 25, May 23, June 17		
First/Last Days of School for the Students:	**Sept. 3 and June 17**	**First/Last Days for Teachers (10 month staff)**	**Aug 13 and June 19**

FOR INTERNAL USE ONLY. Only distribute to STAFF MEMBERS!

CALIFORNIA ONLINE PUBLIC SCHOOLS





California Public Sch

2024-2025 Teacher Calendar

Event	School Status	Date
First Day of School (Teachers)	Staff Work Day	August 13, 2024
Teacher Holiday	School Closed/Office Open	August 30, 2024
Labor Day	School and Office Closed	September 2, 2024
First Day of School (Students)	School and Office Open	September 3, 2024
Veterans' Day	School and Office Closed	November 11, 2024
Fall Break	School Closed/Office Open	November 25-26, 2024
	School and Office Closed	November 27-29, 2024
Winter Break	School Closed/Office Open	December 23-24, 2024
	School and Office Closed	December 25, 2024 - January 1, 2025
	School Closed/Office Open	January 2-3, 2025
Martin Luther King, Jr. Day	School and Office Closed	January 20, 2025
First Semester End Date	NA	January 29, 2025
First Semester Sections Close	NA	January 29, 2025
Teacher Work Day	Staff Work Day	January 30, 2025
Mid Semester Recess	School Closed/Office Open	January 31, 2025
Second Semester Start Date	NA	February 3, 2025
Second Semester Sections Open	NA	February 3, 2025
Presidents' Day	School and Office Closed	February 17, 2025
Spring Break	School Closed/Office Open	April 14-18, 2025
Memorial Day	School and Office Closed	May 26, 2025
Last Day of School (Students)	School and Office Open	June 17, 2025
Last Day of School (Teachers)	Staff Work Day	June 18, 2025
Juneteenth	School and Office Closed	June 19, 2025

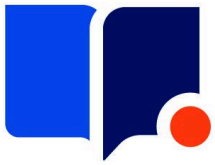
School Status Legend:

School Closed/Office Open = Students and Teachers are not in school but Admin are on duty

School and Office Closed = No one is in school

School and Office Open = Everyone is in school

Staff Work Day = Students are not in school but Admin and Teachers are on duty



California Online Public Schools

2024-25 ADMINISTRATIVE WORK CALENDAR

Administrative employees of California Online Public Schools work 12 months per year. The work calendar includes all regular weekdays with the exception of the following paid holidays. The school offices are closed on the following holidays and all administrative 12 month employees have paid holidays on these days.

PAID HOLIDAYS FOR 12 MONTH CalOPS EMPLOYEES

HOLIDAY DESCRIPTION	DAY OF THE WEEK	DATE(S)	YEAR	NUMBER OF PAID DAYS
Summer Break (includes Fourth of July)	M-F	July 1-5	2024	5
Labor Day	M	September 2	2024	1
Veterans' Day	M	November 11	2024	1
Fall Break	W-F	November 27-29	2024	3
Winter Break	W-F M-W	Dec 25-27 Dec 30-Jan 1	2024 2025	6
Martin Luther King Jr. Day	M	January 17	2025	1
Presidents' Day	M	February 17	2025	1
Memorial Day	M	May 26	2025	1
Juneteenth	TH	June 19	2025	1
Summer Break	M-F	June 23-27	2025	5

Coversheet

Approval of Student Services Contracts (attached)

Section: IV. Consent Items
Item: I. Approval of Student Services Contracts (attached)
Purpose: Vote
Submitted by:
Related Material:
Fully Executed SpED Contracts & Addenda (Dec 2023-Jan 2024) for Feb 6 Board Meeting.pdf

Dec 6, 2023 | Fully Executed Contracts & Addenda (Dec 2023 to Jan 2024) for Feb 6, 2024 Board Meeting

NEW CONTRACTS	
2023-24 SERVICE PROVIDERS/VENDORS	**Contract Status**
Hiddleson Listening, Language, and Speech Center	FULLY EXECUTED 12/28/2023
Heritage Schools, Inc.	FULLY EXECUTED 1/19/2024

NEW ADDENDA		
2023-24 SERVICE PROVIDERS/VENDORS	**Addendum Notes**	**Addendum Status**
Every Special Child LLC	Additional paraprofessional for a total of 4 paraprofessionals to accommodate growing enrollment numbers	FULLY EXECUTED 12/6/2023
J.Gaines 2023-24 Transportation Contract Addendum	Student change of address effective 11/12/2023	FULLY EXECUTED 12/6/2023
Hiddleson Listening, Learning, and Speech Center	Insurance levels adjusted from Master Contract	FULLY EXECUTED 01/02/2024
Adapted Child's Play	Added mileage in addition to hourly rate of service for in-person services	FULLY EXECUTED 1/17/2024

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2023-2024

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA CALIFORNIA ONLINE PUBLIC SCHOOLS:
California Connections Academy Central Coast,
California Connections Academy Central Valley,
California Connections Academy Monterey Bay,
California Connections Academy North Bay,
California Connections Academy Northern California,
California Connections Academy Southern California

Contract Year **2023-2024**

____ Nonpublic School

X Nonpublic Agency

Type of Contract:

X 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

I. GENERAL PROVISIONS — Page

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

II. ADMINISTRATION OF CONTRACT

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 6
15. INSURANCE 6
16. INDEMNIFICATION AND HOLD HARMLESS 9
17. INDEPENDENT CONTRACTOR 9
18. SUBCONTRACTING 9
19. CONFLICTS OF INTEREST 10
20. NON-DISCRIMINATION 10

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION 11
22. GENERAL PROGRAM OF INSTRUCTION 11
23. INSTRUCTIONAL MINUTES 12
24. CLASS SIZE 12
25. CALENDARS 13
26. DATA REPORTING 13
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 14
28. STATEWIDE ACHIEVEMENT TESTING 14
29. MANDATED ATTENDANCE AT LEA MEETINGS 14
30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS 15
31. STUDENT DISCIPLINE 16
32. IEP TEAM MEETINGS 16
33. SURROGATE PARENTS AND FOSTER YOUTH 17
34. DUE PROCESS PROCEEDINGS 17
35. COMPLAINT PROCEDURES 17
36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 18
37. TRANSCRIPTS 18
38. STUDENT CHANGE OF RESIDENCE 19
39. WITHDRAWAL OF STUDENT FROM PROGRAM 19
40. PARENT ACCESS 19

41. LICENSED CHILDREN'S INSTITUTION CONTRACTORS AND RESIDENTIAL TREATMENT CENTER CONTRACTORS 19
42. STATE MEAL MANDATE 20
43. MONITORING 20

IV. PERSONNEL

44. CLEARANCE REQUIREMENTS 21
45. STAFF QUALIFICATIONS 21
46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS 22
47. STAFF ABSENCE 23
48. STAFF PROFESSIONAL BEHAVIOR 23

V. HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY 23
50. FACILITIES AND FACILITIES MODIFICATIONS 24
51. ADMINISTRATION OF MEDICATION 24
52. INCIDENT/ACCIDENT REPORTING 24
53. CHILD ABUSE REPORTING 24
54. SEXUAL HARASSMENT 25
55. REPORTING OF MISSING CHILDREN 25

VI. FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES 25
57. RIGHT TO WITHHOLD PAYMENT 26
58. PAYMENT FROM OUTSIDE AGENCIES 27
59. PAYMENT FOR ABSENCES 27
60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 28
61. INSPECTION AND AUDIT 28
62. RATE SCHEDULE 29
63. DEBARMENT CERTIFICATION 29

EXHIBIT A: RATES 32
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 34

2023-2024 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY: California Online Public Schools dba California Connections Academy

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:
Hiddleson Listening, Language, and Speech Center

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on December 5. 2023, between **California Online Public Schools which includes California Connections Academy Central Coast, California Connections Academy Central Valley, California Connections Academy Monterey Bay, California Connections Academy North Bay, California Connections Academy Northern California, and California Connections Academy Southern California**, hereinafter referred to as the local educational agency ("LEA"), a member of the **El Dorado** SELPA and Hiddleson Listening, Language, and Speech Center (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*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the 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 Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (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 the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement 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 NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS 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 NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure 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 NPS/A 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 Agreement 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 and all staff persons providing services to pupils shall be certified and/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 room and board 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 in writing 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 Master 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, 2023 to June 30, 2024 (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. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (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 ISA 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 current 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 SERVICE AGREEMENT ("ISA")

This Agreement 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 or by written agreement between the parent and LEA. 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 NPS/A.

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 NPS/A. 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 this Contract, unless otherwise specified in this 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 related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual 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 NPS/A 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 "Contract" 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 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 this 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; behavior emergency reports (BER); incident reports; notification of injuries; 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 NPS/A 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; evidence of electronic payments; 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, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. 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 the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, 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, BER's, incident reports, notification of injuries and all other relevant 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 ISA 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 no less than 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 CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, 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 CONTRACTOR 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 performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect 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 must 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 NPS 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 thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act 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 the 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 Contract 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 Contract 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 determined to be a partner, joint venture, co-principal, 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 determination, 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 must 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 Government Code Section 1090 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.

The 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 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 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 NPA, 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 is or 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)

The 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 special education and/or related services (including transition services) to each student within the NPS/A 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, 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 NPS. 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 NPS/A 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*...

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices 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 an LEA, that contracts with the NPS: (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 9 through 12 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 NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA 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 (LCI), 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. 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 NPA, 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 NPS, 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 passing 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 NPA 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 NPS, 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 NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure 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 NPA.

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 NPS, 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 student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the 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 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 NPS 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 NPA, 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 NPA 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 data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, 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.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

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 NPS, 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"), the Alternative English Language Proficiency Assessments for California ("Alternative 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, data collection, 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 it's implementing regulations. If the 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 in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

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 BIP, 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.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP 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 an LEA 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. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915.CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

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. 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.

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 NPS; 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 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 LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR 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/NPA, the NPS/NPA and LEA 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. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* 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 NPS 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. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. 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. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

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) quarterly.

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 NPA 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 NPS, 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 from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. 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 following 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 parent/guardian withdrawal of student against professional advice from a 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, when applicable. 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. When requested, 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 consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure 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 emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a 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 1501.1and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS 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 as 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. A copy of the current IEP shall be provided to the LEA.

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 NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS 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 an NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

43. MONITORING

When CONTRACTOR is an NPS, the LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. 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 or 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 NPS, 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 NPS, 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, 35021.2, and 56366.1 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). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

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 NPS/A. 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(r), 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)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a

clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

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. 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.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA 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.

48. 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 NPS/A 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 NPS/A 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

49. 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*. and 49406, 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.

50. 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 NPS, 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.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. 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) provide 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 storing medications in a secure location and ensuring 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.

52. 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.

53. 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.

54. 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.

55. 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

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic 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, as well as provide all such records requested by LEA concerning the same. 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. 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.

57. 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 portion 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 or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. 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: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. 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. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. 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.

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 of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. 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 in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, 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- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, 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 CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. 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 with CONTRACTOR due to CONTRACTOR'S 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.

61. 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 NPS/A 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.

62. 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 set forth in paragraph 23, above, and 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.

63. 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 December 5. 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR	LEA
Hiddleson Listening, Language, and Speech Center Nonpublic School/Agency	California Online Public Schools LEA Name
By: DocuSigned by: Kimberly Hiddleson DE297B34F1D84BA... 12/28/2023 Signature Date	By: DocuSigned by: LaChelle Carter 68E5100FE6DA47E... 12/6/2023 Signature Date
Kimberly J. Hiddleson, SLP, LSLS Cert. AVT Name and Title of Authorized Representative	LaChelle Carter, Director of Finance Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Kimberly J. Hiddleson, SLP, LSLS Cert. AVT Name and Title	LaChelle Carter, Director of Finance Name and Title
Hiddleson Listening, Language, and Speech Center Nonpublic School/Agency/Related Service Provider	California Online Public Schools LEA
901 Dove Street, Suite 280 Address	33272 Valle Road Address
Newport Beach CA 92660 City State Zip	San Juan Capistrano CA 92675 City State Zip
(949) 567-0025 (949) 567-0026 Phone Fax	(410) 949-0368 (949) 240-7895 Phone Fax
khiddleson@cox.net Email	lacarter@calca.connectionsacademy.org Email

Additional LEA Notification
(Required if completed)

Name and Title
Address
City State Zip
Phone Fax
Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Hiddleson Listening, Language, and Speech Center
The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount: _____

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate: _____

2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)	165.44	hour
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (no code)		

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

kH
Initial

Hiddleson Listening, Language, and Speech Center

Kimberly J. Hiddleson, M.A., CCC-SLP, LSLS Cert. AVT
Speech-Language Pathologist
Listening and Spoken Language Specialist, Certified Auditory-Verbal Therapist

Hiddleson Listening, Language, and Speech Center
Kimberly J. Hiddleson, M.A., CCC-SLP, LSLS Cert. AVT
2023-2024 School Year

Business Name: Kimberly J. Hiddleson
dba Hiddleson Listening, Language, and Speech Center

Titles/Credentials: M.A., CCC-SLP, LSLS Cert. AVT
Masters of Arts in Speech-Language Pathology
Certificate of Clinical Competence in Speech-Language Pathology
Speech-Language Pathologist
Listening and Spoken Language Specialist, Certified Auditory-Verbal Therapist

Office Address: 901 Dove Street, Suite 280
Newport Beach, CA 92660

Office Phone/Fax: (949) 567-0025 / (949) 567-0026

Email Address: khiddleson@cox.net

Rates:

Assessments (Initial, Annual IEP, Triennial IEP) ~ $165.44 per hour to complete the following: review records, complete assessment, score tests upon completion of assessment, and prepare written report (total fee is dependent on the number of hours required based on the individual needs of the student)

Auditory-Verbal Therapy ~ $165.44 per hour

Parent Conferences ~ $165.44 per hour

Consultation ~ $165.44 per hour

IFSP / IEP Participation, Preparation of Report, & Travel to Meeting ~ $165.44 per hour

Independent Education Evaluation (IEE) ~ $165.44 per hour to complete the following: review records, complete assessment, score tests upon completion of assessment, and prepare written report (total fee is dependent on the number of hours required based on the age and individual needs of the student, but not to exceed $2,000.00). Participation in IFSP/IEP to present results of the IEE is billed at an additional charge of $165.44 per hour.

901 Dove Street, Suite 280 • Newport Beach, CA 92660
Phone: (949) 567-0025 • Mobile: (213) 361-8980 • Fax: (949) 567-0026
Email: khiddleson@cox.net

EXHIBIT B: 2023-2024 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2023 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade:_____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: ☐ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

Parent/Guardian _____ Phone ( ) _____ ( ) _____
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only):* Daily Rate:_____

Estimated Number of Days _____ **x Daily Rate** _____ **= PROJECTED BASIC EDUCATION COSTS** _____

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)							
Other (no code)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $_____

4. Other Provisions/Attachments:

_____

_____

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6.Progress Reporting Requirements: _____ Quarterly ___ Monthly ___ Other (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-	-LEA/SELPA-
_____ (Name of Nonpublic School/Agency)	_____ (Name of LEA/SELPA)
_____ (Signature) (Date)	_____ (Signature) (Date)
_____ (Name and Title)	_____ (Name of Superintendent or Authorized Designee)

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2023-2024

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA CALIFORNIA ONLINE PUBLIC SCHOOLS:
California Connections Academy Central Coast,
California Connections Academy Central Valley,
California Connections Academy Monterey Bay,
California Connections Academy North Bay,
California Connections Academy Northern California,
California Connections Academy Southern California

Contract Year **2023-2024**

X Nonpublic School

_____ Nonpublic Agency

Type of Contract:

X 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

I. GENERAL PROVISIONS — Page

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

II. ADMINISTRATION OF CONTRACT

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 6
15. INSURANCE 6
16. INDEMNIFICATION AND HOLD HARMLESS 9
17. INDEPENDENT CONTRACTOR 9
18. SUBCONTRACTING 9
19. CONFLICTS OF INTEREST 10
20. NON-DISCRIMINATION 10

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION 11
22. GENERAL PROGRAM OF INSTRUCTION 11
23. INSTRUCTIONAL MINUTES 12
24. CLASS SIZE 12
25. CALENDARS 13
26. DATA REPORTING 13
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 14
28. STATEWIDE ACHIEVEMENT TESTING 14
29. MANDATED ATTENDANCE AT LEA MEETINGS 14
30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS 15
31. STUDENT DISCIPLINE 16
32. IEP TEAM MEETINGS 16
33. SURROGATE PARENTS AND FOSTER YOUTH 17
34. DUE PROCESS PROCEEDINGS 17
35. COMPLAINT PROCEDURES 17
36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 18
37. TRANSCRIPTS 18
38. STUDENT CHANGE OF RESIDENCE 19
39. WITHDRAWAL OF STUDENT FROM PROGRAM 19
40. PARENT ACCESS 19

41. LICENSED CHILDREN'S INSTITUTION CONTRACTORS AND RESIDENTIAL TREATMENT CENTER CONTRACTORS 19
42. STATE MEAL MANDATE 20
43. MONITORING 20

IV. PERSONNEL

44. CLEARANCE REQUIREMENTS 21
45. STAFF QUALIFICATIONS 21
46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS 22
47. STAFF ABSENCE 23
48. STAFF PROFESSIONAL BEHAVIOR 23

V. HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY 23
50. FACILITIES AND FACILITIES MODIFICATIONS 24
51. ADMINISTRATION OF MEDICATION 24
52. INCIDENT/ACCIDENT REPORTING 24
53. CHILD ABUSE REPORTING 24
54. SEXUAL HARASSMENT 25
55. REPORTING OF MISSING CHILDREN 25

VI. FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES 25
57. RIGHT TO WITHHOLD PAYMENT 26
58. PAYMENT FROM OUTSIDE AGENCIES 27
59. PAYMENT FOR ABSENCES 27
60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 28
61. INSPECTION AND AUDIT 28
62. RATE SCHEDULE 29
63. DEBARMENT CERTIFICATION 29

EXHIBIT A: RATES 32
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 34

2023-2024 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY: California Online Public Schools dba California Connections Academy

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:
Heritage Schools, Inc.

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on Januarv 17. 2024, between **California Online Public Schools which includes California Connections Academy Central Coast, California Connections Academy Central Valley, California Connections Academy Monterey Bay, California Connections Academy North Bay, California Connections Academy Northern California, and California Connections Academy Southern California**, hereinafter referred to as the local educational agency ("LEA"), a member of the **El Dorado** SELPA and Heritage Schools, Inc. (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*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the 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 Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (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 the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement 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 NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS 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 NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure 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 NPS/A 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 Agreement 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 and all staff persons providing services to pupils shall be certified and/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 room and board 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 in writing 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 Master 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, 2023 to June 30, 2024 (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. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (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 ISA 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 current 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 SERVICE AGREEMENT ("ISA")

This Agreement 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 or by written agreement between the parent and LEA. 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 NPS/A.

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 NPS/A. 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 this Contract, unless otherwise specified in this 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 related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual 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 NPS/A 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 "Contract" 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 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 this 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; behavior emergency reports (BER); incident reports; notification of injuries; 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 NPS/A 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; evidence of electronic payments; 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, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. 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 the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, 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, BER's, incident reports, notification of injuries and all other relevant 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 ISA 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 no less than 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 CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, 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 CONTRACTOR 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 performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect 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 must 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 NPS 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 thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act 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 the 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 Contract 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 Contract 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 determined to be a partner, joint venture, co-principal, 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 determination, 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 must 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 Government Code Section 1090 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.

The 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 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 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 NPA, 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 is or 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)

The 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 special education and/or related services (including transition services) to each student within the NPS/A 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, 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 NPS. 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 NPS/A 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*...

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices 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 an LEA, that contracts with the NPS: (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 9 through 12 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 NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA 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 (LCI), 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. 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 NPA, 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 NPS, 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 passing 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 NPA 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 NPS, 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 NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure 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 NPA.

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 NPS, 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 student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the 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 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 NPS 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 NPA, 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 NPA 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 data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, 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.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

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 NPS, 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"), the Alternative English Language Proficiency Assessments for California ("Alternative 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, data collection, 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 it's implementing regulations. If the 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 in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

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 BIP, 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.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP 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 an LEA 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. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915.CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

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. 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.

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 NPS; 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 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 LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR 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/NPA, the NPS/NPA and LEA 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. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* 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 NPS 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. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. 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. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

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) quarterly.

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 NPA 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 NPS, 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 from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. 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 following 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 parent/guardian withdrawal of student against professional advice from a 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, when applicable. 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. When requested, 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 consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure 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 emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a 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 1501.1and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS 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 as 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. A copy of the current IEP shall be provided to the LEA.

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 NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS 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 an NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

43. MONITORING

When CONTRACTOR is an NPS, the LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. 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 or 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 NPS, 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 NPS, 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, 35021.2, and 56366.1 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). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

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 NPS/A. 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(r), 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)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a

clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

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. 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.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher 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 the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA 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.

48. 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 NPS/A 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 NPS/A 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

49. 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*. and 49406, 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.

50. 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 NPS, 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.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. 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) provide 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 storing medications in a secure location and ensuring 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.

52. 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.

53. 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.

54. 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.

55. 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

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic 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, as well as provide all such records requested by LEA concerning the same. 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. 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.

57. 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 portion 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 or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. 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: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. 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. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. 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.

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 of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. 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 in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, 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- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, 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 CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. 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 with CONTRACTOR due to CONTRACTOR'S 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.

61. 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 NPS/A 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.

62. 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 set forth in paragraph 23, above, and 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.

63. 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 January 17, 2024 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR	LEA
Heritage Schools, Inc. **Nonpublic School/Agency**	California Online Public Schools **LEA Name**
By: DocuSigned by: Kevin Curtis B8B46F9022094D0... 1/19/2024 **Signature** **Date**	**By:** DocuSigned by: 53EF3C0EE6DA47E... 1/17/2024 **Signature** **Date**
Kevin Curtis **Name and Title of Authorized Representative**	LaChelle Carter, Director of Finance **Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Leslie.kuia@heritagertc.org **Name and Title**	LaChelle Carter, Director of Finance **Name and Title**
Leslie Kuia, Executive Assistant **Nonpublic School/Agency/Related Service Provider**	California Online Public Schools **LEA**
Heritage Schools, Inc. **Address**	33272 Valle Road **Address**
5600 North Heritage School Dive **City** **State** **Zip**	San Juan Capistrano CA 92675 **City** **State** **Zip**
Provo, Utah, 84604 **Phone** **Fax**	(410) 949-0368 (949) 240-7895 **Phone** **Fax**
801-226-4600 **Email**	lacarter@calca.connectionsacademy.org **Email**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Heritage Schools, Inc.
The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount: _____

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate: **212.00/day (200 Days)**

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)	105.00	hr
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)	130.00	hr
Physical Therapy (460)		
Individual Counseling (510)	146.00	day
Counseling and Guidance (515)	146.00	day
Parent Counseling (520)	146.00	day
Social Work Services (525)	146.00	day
Psychological Services (530)	146.00	day
Behavior Intervention Services (535)	146.00	day
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (no code)		

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

Not applicable to this NPS
Initial

HERITAGE
Changing a Life for a Lifetime

RATE BREAKDOWN
July 1, 2023 – June 30, 2024

	Daily Rate	Monthly Rate	Annual Rate
All Inclusive Rate (366 Days)	$570.85	$17,410.83	$208,930.00
Room & Board (366 Days)	$309.00	$9,424.50	$113,094.00
Mental Health/Therapy (366 Days)	$146.00	$4,453.00	$53,436.00
Education (200 Days)	$212.00	$3,533.33	$42,400.00

Rate Breakdown

Room & Board (366 Days) **$309.00** **$9,424.50** **$113,094.00**
Includes:

1. Food
2. Shelter
3. Personal Incidentals
4. Daily Supervision
5. 24 Hour Nursing (as needed)
6. Local Transportation

Therapy (366 Days) **$146.00** **$4,453.00** **$53,436.00**
Includes:

1. Individual Therapy
2. Family Therapy
3. Group Therapy
4. Recreational Therapy / Activities
5. Medication Management
6. Monthly Psychiatric Assessment

Education (200 Days) **$212.00** **$3,533.33** **$42,400.00**
Includes:

1. Classroom Instruction (maximum of 14 pupils per class)
2. Classroom Supplies
3. Classroom Supervision



Additional Services
-Services not Included in Contracted Daily Rate-
July 1, 2023 – June 30, 2024

Service	Rate	Unit Type
Occupational Therapy*	$130.00	Hour
Speech Therapy*	$105.00	Hour
Tutoring*	$30.00	Hour
1:1 Supervision	$35.00	Hour

*As Stipulated in IEP

CALIFORNIA CONNECTIONS ACADEMY

Addendum to Master Contract
School Year: 2023-2024

The purpose of this document is to make known certain items regarding the Nonpublic, Nonsectarian School/Agency Services Master Contract **2023-2024** between **California Online Public Schools, dba California Connections Academy** and **Every Special Child LLC**.

In consideration of the mutual promises herein, the parties, intending to be legally bound, hereby agree that the following constitutes additional terms and conditions to the stated contract. These services will be designated to California Online Public School's students for the **2023-2024** school year effective **January 2, 2024**.

Every Special Child LLC has agreed to extend services to include an additional paraprofessional along with the three currently assigned to CalOPS students for a total of four paraprofessionals. As the enrollment numbers continue to grow, Every Special Child may add more paraprofessionals as needed provided that it is requested by CalOPS and pre-approved by the Director of Student Services.

The parties reaffirm that, other than what is stated in this addendum, no other terms or conditions of the above-mentioned original contract have been modified, negated, or amended.

Signature: DocuSigned by: Huma Thekedar D8FECB5B62374B8...
Printed Name: Huma Thekedar
Title: President
NPA/S: Every Special Child
Dated: 12/6/2023

Signature: DocuSigned by: LaChelle Carter 53EF3C0EE6DA47E...
Printed Name: LaChelle Carter
Title: Director of Finance
LEA: California Online Public Schools
Dated: 12/6/2023

CALIFORNIA CONNECTIONS ACADEMY

Addendum to Transportation Contract (with Parents/Guardians)
School Year: 2023-2024

The purpose of this document is to make known certain items regarding the Transportation Contract **2023-2024** between **California Online Public Schools, dba California Connections Academy** and **Mr. Gabriel Gaines and/or Mrs. Yessenia Gaines (Parents/Guardians)** for student **Jayden Gaines**.

Effective November 12, 2023, the student's new home address is:

5059 Quail Run Rd
Apt #48
Riverside, CA 92507

The estimated daily trip rate for a round trip is **10 miles** or **$6.55**.

The parties reaffirm that, other than what is stated in this addendum, no other terms or conditions of the above-mentioned original contract have been modified, negated, or amended.

Signature: DocuSigned by: 438832AC1E0A4E7...
Printed Name: Yessenia Gaines
Email Address: Yesseniagaines07@gmail.com
Dated: 12/6/2023

Signature: DocuSigned by: LaChelle Carter 53EF3C0EE6DA47E...
Printed Name: LaChelle Carter
Title: Director of Finance
LEA: California Online Public Schools
Email Address: sped-finance@californiaops.org
Dated: 12/6/2023

Addendum to Master Contract
California Online Public Schools
2023-2024

15. INSURANCE (pages 7-8 of Master Contract)

Part 1 Insurance Requirements for Nonpublic Schools and Agencies

A. Commercial General Liability Insurance
- $2,000,000 per incident / occurrence
- $5,000,000 annual aggregate

B. Workers' Compensation Insurance
- Contractor is a sole proprietor and has no employees. Therefore, contractor does not carry Workers' Compensation Insurance.

C. Commercial Auto Liability Insurance
- All services are provided via telepractice or at the contractor's office. Therefore, the contractor does not travel to/from the student's home or other locations.

D. Errors & Omissions (E & O) / Malpractice (Professional Liability) Coverage
- $2,000,000 per incident / occurrence
- $5,000,000 annual aggregate
- Includes $25,000 Sexual Misconduct Aggregate Sublimit of Liability

Note: Contractor provides Auditory-Verbal Therapy, which consists of parent guidance. Because a parent is required to participate in Auditory-Verbal Therapy, the contractor is NEVER alone with a student. A parent or family member is present at every session.

Kimberly J. Hiddleson, M.A., CCC-SLP, LSLS Cert AVT
Contractor

12.28.2023
Date

DocuSigned by:
53EE3C0EE6DA47E...
Director of Finance
California Online Public Schools

1/2/2024
Date

California Online Public Schools

Addendum to Master Contract
School Year: 2023-2024

The purpose of this document is to make known certain items regarding the Nonpublic, Nonsectarian School/Agency Services Master Contract **2023-2024** between **California Online Public Schools, dba California Connections Academy** and **Adapted Child's Play**.

In consideration of the mutual promises herein, the parties, intending to be legally bound, hereby agree that the following constitutes additional terms and conditions to the stated contract. These services will be designated to California Online Public School's students for the **2023-2024** school year.

For in-person services requiring travel, Adapted Child's Play may submit reimbursement for mileage using the current standard IRS rate, in addition to the identified service rate.

The parties reaffirm that, other than what is stated in this addendum, no other terms or conditions of the above-mentioned original contract have been modified, negated, or amended.

Signature: DocuSigned by: Michelle Sabelhaus 62EEB6863BC944E...
Printed Name: Michelle Sabelhaus
Title: Business Manager
NPA/S: Adapted Child's Play
Dated: 1/17/2024

Signature: DocuSigned by: 53EF3C0EE6DA47E...
Printed Name: LaChelle Carter
Title: Director of Finance
LEA: California Online Public Schools
Dated: 1/17/2024

Coversheet

Approval of Comprehensive School Safety Plan (attached)

Section:	V. Action Items
Item:	A. Approval of Comprehensive School Safety Plan (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalOPS Safety Plan Revised January 2024.pdf

California Online Public Schools

Comprehensive School Safety Plan

To comply with AB 1747
And including elements from
Ed.Code Section 32282 (a)(2)(A) through (H)

Richard Savage, Ed.D., Executive Director
California Online Public Schools
33727 Valle Road
San Juan Capistrano, CA 92675
And
580 N. Wilma, Suite G
Ripon, CA 95366

Approved by Board of Directors on February 26, 2019

Reviewed by School Safety Committee on February 10, 2020
with no changes recommended

Reviewed and ratified by Board of Directors on with updates on February 23, 2021

Reviewed by School Safety Committee on April 6, 2023
with no changes recommended

Reviewed and ratified by Board of Directors on April 25, 2023

Reviewed by School Safety Committee on January 17, 2024
with minor updates due to new legislation (SB10)
and organizational transitions

Contents

Introduction 3
Child Abuse Reporting Procedures 3
Disaster and Criminal Incident Procedures 5
Procedures to Allow Use of School Buildings for Emergency Shelters 11
Opioid Overdose Response Protocol 11
Discipline and Due Process for Students 13
Notification of Dangerous Pupils 29
Preventing Workplace Harassment 29
Dress Code (including Gang-Related Apparel) 33
Safe and Orderly Environment 33
Safe Ingress and Egress 35

Introduction

California Online Public Schools (CalOPS) are online public charter schools. This plan will apply to all of the California Online Public Schools operated by the California Online Public Schools governing board.

We have two business offices and do not have any physical school locations or classroom facilities. We do host in person state testing, field trips, and other such face to face socialization events at venues we contract with throughout the state. This plan is written to provide a safe environment at both of the offices and at any off-site event.

Child Abuse Reporting Procedures

It is our policy to ensure the safety and well-being of all children participating in activities sponsored by us, and to report suspected cases of child abuse and neglect consistent with the requirements of state law. We will not knowingly place an employee in a position that causes him or her to come into contact with children where the employee has been accused and/or convicted of crimes against children, child abuse, or child neglect. We ensure that individuals who come into contact children have passed appropriate background screening measures. (see also the CalOPS Employee Handbook)

AWARENESS OF POSSIBLE ABUSE/NEGLECT
All individuals participating in activities affiliated with us that include children are responsible for being alert to possible abuse or neglect. We provide training to employees who interact with children on Child Abuse and Neglect, which includes guidelines for identifying and procedures for reporting any suspected child abuse or neglect, and employees must comply with the procedures established in this training.

Non-Imminent Danger Reporting Protocols
School staff of California Online Public Schools should follow reporting protocols for non-imminent danger if there are concerns for students and there are not immediate risks for personal safety for them or their family members.

Non-imminent danger situations are concerning, but the student is **not in immediate danger or in a life-threatening situation** that would require a call to emergency services.

Non-imminent danger situations could be discovered through submitted assignments, email messages, or phone calls with students, or it may be second-hand or hearsay. Concerns of non-imminent danger require a follow-up from the counselor or school leader.

School Staff Responsibilities:

1. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, the Log should be marked as "Confidential."
2. Inform the school leader or counselor from a separate phone or via instant message.
3. Email school leader and Hazel Eng with a summary of the situation and request for review as well as follow up instructions.

4. The school leader and/or counselor will determine if the reporting staff member should make a report to children's services.
    a. If so, the reporting staff member should contact children's services as the person who initiated the student concern.
    b. Search online for "children's services in city/county" where the student lives.
    c. In the email, note the incident number and the agency actions, e.g. if they will open an investigation.

Imminent Danger Reporting Protocols
School Staff associated with California Online Public Schools should follow reporting protocols for imminent danger if a student or family member has an immediate risk to their personal safety.

Imminent danger refers to first-hand, real-time reported information versus second-hand/ hearsay, and is an **immediate threat of harm**.

It is considered imminent danger when a student's apparent perpetrator intends to cause harm, or such danger exists which could reasonably be expected to cause death or serious physical harm.

Students can also engage in imminent danger towards themselves or others. The term imminent or its equivalent (e.g., immediate, threatening, emergent, crisis) is short-term, rather than long-term, danger to self or others. When deciding if a situation is imminent, consider the specific nature or conduct, magnitude, probability, or frequency of harm.

School Staff Responsibilities
1. Upon receipt of the concern, the staff member will do one or both of the following:
    a. Make a report with local children's services.
        i. Search online for "children's services in city/county" where the student lives.
        ii. Note the incident number and the agency actions, e.g. if they will open an investigation. You will add this information to an email in the subsequent steps of the process.
    b. Contact 911 if it is recommended by the agency or if the student requires immediate medical attention.
        i. Call 911, either locally or in the city and state, in which the situation is occurring. Have the student's name and address ready.
        ii. Keep the student engaged in conversation and confirm his or her address or other information that will assist emergency services in locating them.
        iii. Remain on the line with 911 until emergency personnel arrives at the student's location or as otherwise instructed by the 911 operator.
2. Inform the school leader from a separate phone or via instant message.
    a. If the school leader is not available, contact Hazel Eng.
3. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, the Log should be marked as "Confidential."
4. Email school leader and Hazel Eng with a summary of the situation and request for review as well as follow up instructions.
5. Your School Leader and/or Counseling team will follow through on next steps. They will contact you if any further actions or details are needed.

Disaster and Criminal Incident Procedures

The welfare of the students and staff will always be the priority in any given emergency. Whatever action might need to be taken should put the health and safety of students and staff first.

Preparation/Preventative Measures:

- Upon booking the event staff will request a copy of the evacuation route(s) from the venue and request if there is an onsite security guard. If possible, also request the location of fire extinguishers and/or a copy of their emergency plan.
- When available staff will bring the following to each event:
    - An **emergency kit** with
        - Emergency Folder
            - The school emergency action plan, outlined below
            - The site manager name/contact, site address/number, testing room number(s), security guard name/contact (if applicable), and school emergency contacts
            - A sheet with onsite staff names and contact information
            - A paper copy of parent emergency contact numbers by student
            - Copies of Accident/Injury Reports Forms
            - Copies of Incident Report Forms
        - A first aid kit
- On the day of an event, staff will make a note of emergency exits, location(s) of fire extinguishers, and fire alarms. Additionally, onsite staff will determine the designated rally point.
    - Rally point - A location, most likely in the parking lot, located a safe distance from the venue where if staff were to be separated that is where they will meet
- Families will be informed that in the event of an emergency, students will not be released to family members until a roll call is completed to ensure all students are safe and accounted for.

Emergency	Action Plan

Evacuation	Fire alarm, flood, bomb threat, or any emergency that requires evacuation from the building
	• Immediately, all onsite staff will assist with evacuating all students outside calmly and safely.
	  ○ A staff member should lead the students, another should be in the middle, and the others should be behind the students
	  ○ No running should be permitted to avoid trampling and/or other potential injuries
	  ○ Always use the stairs if on an upper floor
	• Once students are at a safe distance outside, on site staff will do a roll call to ensure that all students are accounted for, including staff.
	• If families are onsite during the emergency, staff SHOULD NOT release students until after roll call

	• Staff should follow-up with students to ensure that there were no injuries during evacuation and that no emergency assistance is required. • Depending on the severity of the emergency, at the discretion of a school principal or designee, the event will continue, or the students will be dismissed.

Medical Emergency	In the event of a medical emergency
	• Call 911
	  ○ Provide the nature of the emergency
	  ○ Provide the site address & specific location
	• The onsite staff must isolate and secure the area or affected student(s) to avoid panic and/or further injuries
	  ○ If a student is severely injured, he or she SHOULD NOT be moved unless otherwise instructed by the emergency response team.
	• Staff identifies the individual(s) injured and contacts the caretaker(s) immediately
	• On site staff informs the school leader, and venue manager of the emergency immediately
	• NEVER leave injured student(s) alone. If an ambulance ride is required and the caretaker is not onsite, a staff member should accompany the student(s), if possible
	• If an ambulance ride is required, the staff should make a note of the hospital the student(s) is/are being transferred to and follow-up with the family immediately
	• Staff MUST complete the Accident/Injury Report and send it to the school leader as soon as possible.
	• The event may continue for the uninjured parties. If students are impacted and unable to continue after the incident, they should be dismissed

Assault/Fights	**Among students**
	• Staff should ensure the safety of all students and staff
	• Staff should de-escalate and diffuse the situation
	• Staff should call 911 if necessary
	  ○ Immediately call 911 if weapons are visible/involved
	• On site staff should call 911 if a student or students are severely injured and follow the action plan for medical emergencies
	• The on-site staff will notify the school leader
	  ○ An administrator will notify the caretakers of the students involved
	• The on-site staff completes an Incident Report & Accident/Injury Report
	  ○ Ask victim(s) and/or witness(es) for their account of the incident
	  ○ Submit an incident report to the school leader
	Among Caretakers

	• Staff should ensure the safety of all students and staff and move students away from the location of the incident
	• For verbal altercations, staff at their discretion can attempt to de-escalate or diffuse the situation
	  ○ If an altercation escalates staff should immediately call 911
	• For physical altercations, DO NOT attempt to de-escalate
	  ○ If an onsite security guard is not available, contact 911
	• Call 911 immediately if
	  ○ Weapons are visible/involved
	  ○ Someone threatens another's life
	  ○ Unable to de-escalate and altercation is escalating
	• On site staff will notify the school leader
	• On site staff completes an Incident Report & Accident/Injury Report
	  ○ Ask victim(s) and/or witness(es) for their account of the incident
	  ○ Submit an incident report to the school leader within 24 hours.

Active Shooter	**Annually all CalOPS staff will**
	• Sign up for an active shooter training course
	• Sign up to receive local emergency alerts and register work and personal contact information with any work sponsored alert system
	• Make a site-specific plan with administrators and expected onsite staff, and ensure everyone knows what they would do if confronted with an active shooter
	  ○ Understand the plans for individuals with disabilities or other access and functional needs
	• Describe expectations
	• Describe accountability process
	• Be trained to
	  ○ Be aware of their environment and any possible dangers
	  ○ Look for the two nearest exits
	  ○ Outline an escape path
	  ○ Identify hiding places
	  ○ Say something if suspicious
	  ▪ Alert venue manager
	  ▪ Alert local authority
	
	In general, how staff should respond to an active shooter will be dictated by the specific circumstances of the encounter.
	
	Active Shooter Outside/Inside the Building
	• CALL 911 immediately
	  ○ Try to communicate with police as quietly as possible
	  ▪ If you cannot speak, leave the line open and allow the dispatcher to listen
	  ○ If you were able to see the offender(s), give a description of the person(s)
	  ○ If you heard any gunshots or explosions, provide a description and location or approximate location

- If you observed any victims, give a description of the location and number of victims
- If you observed any suspicious devices, provide the location and a description
- Follow dispatchers' instructions

- **If possible**, notify onsite staff and with their assistance
  - Notify other staff and venue manager *(if possible)*
  - Quickly and safely lock and barricade all doors and windows
  - Turn off the lights, close the blinds, and block windows
  - Turn off devices that emit sounds
  - Silence cell phones (make sure they won't vibrate)
  - Quick Head Count - Count the number of students in the room
    - Moving forward this will be the group of students you will be keeping track of
    - If able, write number on hand
- Remain calm and keep students calm
- If there is an opportunity to escape, do so!
  - Quickly and quietly away from the intruder
  - Leave your belongings behind
  - If shooter is close do not attempt, instead run to the nearest room then lock and barricade the door
- Don't hide in groups- spread out along walls or hide separately to make it more difficult for the shooter
- Keep everyone out of plain sight and take cover/protection behind
  - Concrete walls
  - thick tables
  - filing cabinets
- Remain absolutely quiet!
  - If you need to seek help communicate silently ensuring that no light or sounds give away your location
- Stay in place until law enforcement gives you the all clear
  - Your hiding place should be out of the shooter's view and provide protection if shots are fired in your direction.
- Attacking an armed or violent individual is not recommended but is a personal choice when there are no other apparent options

After the incident

Know that law enforcement's first task is to end the incident and apprehend the offender(s) and/or suspect(s) to ensure everyone's safety. Officers may be armed with rifles, shotguns, and/or handguns and may use pepper spray or tear gas to control the situation.

- Keep hands visible and empty
  - Universal surrender position, hands empty, palms up and fingers spread
- Officers will shout commands and may push individuals to the ground for their safety

	• Follow law enforcement instructions and evacuate in the direction they come from, unless otherwise instructed
	• Take care of yourself first, and then you may be able to help the wounded before first responders arrive
	• Apply direct pressure to wounded areas
	• Turn wounded people onto their sides if they are unconscious and keep them warm
	• Attempt to keep wounded alert and conscious by talking to them
	• Do a head count to ensure your group is accounted for
	  ○ Take a roster of students and call the school office
	  ○ Report any injuries
	  ○ Do not leave students alone
	  ○ After the head count if students are missing notify the authorities and have the school notify the caretaker(s)
	• If possible, attempt to reunite at the agreed meeting spot
	• Attempt to contact onsite staff if separated
	• School notifies the school leader and HR/legal department immediately

Fire	If a staff member sees • fire • smoke • or smells a gas odor 1. Pull the fire alarm and evacuate students and staff, following the steps in the evacuation action plan. 2. Staff must not re-enter the building until the fire service personnel or authorities have declared the building safe.

Weapons or Suspicious Objects/Persons	Observation of, or suspicion of, weapons or threatening objects or persons
	
	Suspicion
	• If a student or parent is suspected of having a weapon or object on his or her person, DO NOT search
	• Immediately notify all present staff, the principal, and venue manager
	
	Confirmed
	• Confirmed weapon(s) or hostile persons - DO NOT confront, notify the authorities immediately and follow the instructions from the dispatcher
	  ○ Attempt to gather as much information as possible to provide to dispatcher such as:
	  ▪ Weapon/Threatening Object
	  ▪ Description
	  ▪ Location
	  ▪ Hostile Person(s)
	  ▪ Description of individual(s)
	  ▪ Location of individual(s) or incident

	▪ Direction of travel of individual(s) ▪ Vehicle License Plate, if appropriate and possible • Immediately notify all staff present, the principal, and venue manager • Weapon/Threatening Object o Stop the event and safely evacuate students and staff, following the evacuation action plan • Hostile Person(s)/Intruder o Stop the event immediately and GET AWAY ▪ If you can safely evacuate with students, do so, following the evacuation action plan ▪ Staff must always accompany students ▪ All groups are unable to safely evacuate together reunite at agreed meeting point o HIDE & LOCK DOWN ▪ Quickly and safely move to a secure area, lock down the room and lock and cover any windows ▪ Move students away from doors and windows ▪ Remain quiet and maintain lock down until notified by an emergency response official or venue manager that it is safe to move ▪ If it applies, follow the active shooter emergency action plan
Missing Student	• Immediately notify all staff present and stop all activity • With assistance from onsite staff notify the principal and venue manager • With the assistance of the venue manager, lockdown the venue immediately • One staff member should stay with the students on-site. The others should actively search all areas and surrounding areas of the site for the missing student(s) • If the student(s) is not found or reached by phone, staff must contact the local authorities and the caretaker(s) o Follow instructions from dispatcher and/or authorities
Severe Storm	In the event of a severe storm, stop all testing and keep students calm **Tornadoes, Hurricanes, or Severe Storms** • Move all students and staff away from doors and windows • Find a secure place or hall with no windows, glass, and objects that may fall on individuals • Monitor the storm • When appropriate, duck and cover • Contact school office immediately o After the incident, administration will determine the next steps • Follow the medical emergency plan if any students or staff members are severely injured

	Earthquakes
	• Have students and staff stay indoors and seek shelter
	  ○ Each pupil and staff member take cover under a table or desk, dropping to his or her knees, with head protected by the arms, and the back to the windows
	  ○ Or stand in a corner or secure location away from shelving or moving objects/furniture
	• Stay inside until the shaking is over and then evacuate the building watching for falling items or glass

Reminder steps to complete after an incident:

- If possible, grab the emergency kit provided which contains emergency action plans, rosters, first-aid kit, and contacts
- If possible, meet at the designated rally point
- Roll call, staff should always maintain a head count and confirm all students and onsite staff are present and not harmed
  - Contact the school office for assistance, if needed
- Staff should always contact the school and inform of incident within 24 hours.
- Depending on the severity of the emergency, at the discretion of the school leader, the event will continue or the students will be dismissed and rescheduled
  - On site staff should document, if not the exact start and end times, the approximate start and end times of the incident.
- If students are to be dismissed, onsite staff should assist students with contacting their families to arrange for pickup
  - Office staff and administration should also assist with contacting families

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Procedures to Allow Use of School Buildings for Emergency Shelters

The school office locations will allow a public agency, including the American Red Cross, to use school offices and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school shall cooperate with the public agency in furnishing and maintaining the services as the agency may deem necessary to meet the needs of the community and will also cooperate with the authorizing district so that the school offices can be used if needed by the authorizing district if they are called upon to provide resources during a disaster or emergency.

Opioid Overdose Response Protocol

STEP 1: Evaluate for Signs of Overdose.

- All employees will be trained to recognize the following signs of an opioid overdose:

    - Unconsciousness or inability to awaken;
    - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
    - Fingernails or lips turning blue/purple.
- If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
    - Calling the person's name;
    - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and otherwise follow 911 operator instructions until emergency responders arrive.

STEP 2: Call 911. Calling 911 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 911 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR and implement rescue breathing. Follow these and all instructions given by 911 operators until emergency responders arrive.

STEP 3: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

- Rescue breathing for adults involves the following steps:
    - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
    - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
    - Place your mouth over the person's mouth to make a seal and give two slow breaths.
    - Watch for the person's chest (but not the stomach) to rise.
    - Follow up with one breath every 5 seconds.
- Chest compressions for adults involve the following steps:
    - Place the person on his or her back.
    - Press hard and fast on the center of the chest.
    - Keep your arms extended.

STEP 4: Assist Emergency Responders. After emergency responders arrive on site, assist them with any requests they may have while tending to the individual experiencing the overdose. Keep other students and unnecessary persons out of the way and make sure the path is clear to the individual needing emergency assistance and back to an ambulance, if necessary. Continue to comply with 911 operator instructions until told to hang up.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
DO stay with the person and keep them warm.
DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.
DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

Discipline and Due Process for Students

The school's discipline, suspension, expulsion, and involuntary removal policies are in accordance with students' rights and with applicable law. As a charter school, the delineated suspension and expulsion offenses contained in California Education Code Section 48900 *et seq.* are not applicable to the school. However, the Board has reviewed those sections of California Education Code and utilized similar guidelines when they were deemed appropriate to the desired disciplinary environment of the school.

Board Policies
CalOPS follows formal due process procedures to deal with the discipline of students. Students are guaranteed due process of law. The discipline policies have been developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. Discipline policies are approved by the Board and are reviewed regularly. The Board reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. CalOPS will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom CalOPS has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

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

Procedures

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. **Discretionary Suspension Offenses. Students may be suspended when it is determined the student:**
    a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    b. Willfully used force or violence upon the person of another, except self-defense.
    c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
    d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
    e. Committed or attempted to commit robbery or extortion.
    f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        3. Causing a reasonable student to experience substantial interference with their academic performance.
        4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        1. A message, text, sound, video, or image.
        2. A post on a social network Internet Web site including, but not limited to:
            a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (ii) above.
            b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (ii) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
            c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (ii) above. "False profile" means a profile of a fictitious student or a profile using the likeness or

attributes of an actual student other than the student who created the false profile.

3. An act of cyber sexual bullying.
    a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (ii). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (ii) and (iii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except self-defense.

c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school

property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        3. Causing a reasonable student to experience substantial interference with their academic performance.
        4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        1. A message, text, sound, video, or image.
        2. A post on a social network Internet Web site including, but not limited to:
            a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
            b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph

(i) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of cyber sexual bullying.
   a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference
   Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or CalOPS employee who referred the student to the Superintendent or designee.
   The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or CalOPS personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.
   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials.
   Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.
2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion
   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when CalOPS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.
   This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.
4. Homework Assignments During Suspension
   In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.
   In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial CalOPS Board of Directors following a hearing before it or by the CalOPS Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the CalOPS School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

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

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

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

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

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

a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
b. CalOPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
c. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
d. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

e. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
g. If one or both of the support persons is also a witness, CalOPS must present evidence that the witness' presence is both desired by the witness and will be helpful to CalOPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based

solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.
If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision
The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.
If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel
The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records
CalOPS shall maintain records of all student suspensions and expulsions at CalOPS. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal
The student shall have no right of appeal from expulsion from CalOPS as the CalOPS Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education
Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CalOPS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans
Students who are expelled from CalOPS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The

rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to CalOPS for readmission.

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

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

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

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

1. **Notification of SELPA**
    a. CalOPS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that CalOPS or the SELPA would be deemed to have knowledge that the student had a disability.
2. **Services During Suspension**
    a. Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

a. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CalOPS, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and
b. any relevant information provided by the parent/guardian to determine:
    i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
    ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

i. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
iii. Return the child to the placement from which the child was removed, unless the parent/guardian and CalOPS agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

If CalOPS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CalOPS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by CalOPS pending the results of the evaluation.
CalOPS shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification of Dangerous Pupils

In accordance with state law, the Superintendent shall inform the teacher of a student who has committed any acts which constitute grounds for suspension or expulsion. Any information received by a teacher shall remain confidential and shall not be further disseminated.

Preventing Workplace Harassment

We unequivocally prohibit the harassment or intimidation of our employees based on age, race, color, religion, sex, pregnancy, gender identity, national origin, physical or mental disability, sexual orientation, marital status, veteran status, protected genetic information, or any other category protected by federal, state, or local law. We do not tolerate harassment or hostile actions in the workplace and take prompt action to correct any such situation.

Harassment is a form of discrimination that occurs when someone engages in unwelcome and reasonably offensive conduct based on a protected characteristic, and that conduct could adversely affect an employee's working conditions. This Policy applies to harassment of any employee by another employee, by a supervisor or manager, or by any other individual with whom an employee interacts in the course of his or her employment, including but not limited to customers, clients, vendors, suppliers, contractors, or other similar individuals.

Further, no employee will be punished or treated unfavorably because he or she refuses to submit to or participate in sexual harassment, and no employee will be rewarded or treated favorably because he or she submits to or participates in such conduct.

DEFINITION
Harassment can result from a broad range of actions, including, but not limited to:

- Verbal conduct: comments that that could be considered harassing if they are likely to offend a reasonable person
- Visual conduct: visual materials that contribute to a hostile work environment by their sexually explicit or derogatory nature
- Physical conduct: touching that a reasonable person would find offensive
- Sexual Harassment: any unwelcome or unwanted conduct of a sexual nature, whether verbal, nonverbal, or physical, where:
    - It is expressed or implied that an employee's submission to or refusal of the conduct will have any effect on his or her employment, job assignment, wages, evaluation, promotion, training, future job opportunities, or other terms or condition of

employment, or where such submission or refusal is used as a factor in decisions relating to the person's employment; or
    - The conduct substantially interferes with an individual's employment by creating an intimidating, hostile, or offensive work environment.

Some examples of sexually harassing conduct include, but are not limited to, the following:

- Unwanted sexual advances, or requests or demands for sexual favors or sexual acts;
- Verbal or physical conduct of a sexual nature that is not welcomed by another employee, such as repeated sexual flirtation, advances, innuendo, propositions, gestures, jokes, or mockery;
- The display or distribution of sexually-oriented objects, pictures, or literature, including illustrations, drawings or cartoons, including materials downloaded from computer systems via the internet, electronic mail, or other sources; or
- Any uninvited and unwelcome physical contact.

This Policy applies in the workplace and in any other work-related settings, such as business trips, sales meetings, conventions, or business-related social events: we expect employees to conduct themselves in a professional manner in the workplace and at any other time they are representing us. Such conduct is essential to promote quality work, and to ensure a work environment free of discrimination. Physical conduct of a sexual nature, even if welcomed by another employee, is prohibited in the workplace, or in any work-related setting.

Please refer to the online Harassment Training provided at the start of your employment for more detailed information on all forms of harassment and our policies on harassment.

INTERACTION WITH STUDENTS

Any employee who interacts with students in the course of their job should be familiar with and comply with the policies contained within the School Handbook as it pertains to harassment or treatment of students. Harassment or treatment of a student that is prohibited by the School Handbook is not tolerated and any employee who violates the policies in the School Handbook may receive disciplinary action.

SANCTIONS

Any employee, supervisor, or manager, at any level, who violates this Policy, will be subject to discipline up to and including termination of employment.

COMPLAINT PROCEDURE

We encourage employees who believe they are being harassed to initially, where possible, inform the offender that his or her behavior is unwelcome, and ask the individual to stop the conduct. In addition, however, we encourage any employees who believe that they are being harassed or have been harassed to report the harassing conduct to Human Resources. In this way, we will be able to take action to stop the harassment before it becomes severe or pervasive.

If an employee believes that he or she is being or has been harassed, he or she should report the matter to Human Resources.

All complaints of harassment will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated promptly, thoroughly, and impartially.

If an investigation substantiates allegations of harassment, we will take immediate and appropriate corrective action that is designed to address, stop, and remedy the harassment, and to ensure that the harassment does not recur.

Any manager or supervisor who becomes aware of allegations of harassment must bring the allegations to the attention of Human Resources.

INVESTIGATION PROCEDURE
When an investigation is being conducted, Human Resources representatives will instruct and provide guidance to participants of the investigation regarding confidentiality, and employees are expected to fully comply with these instructions in order to maintain the integrity of the investigation.

An employee who is questioned as part of an investigation must be forthcoming and candid in answering all questions and must not withhold information pertinent to the investigation.

Withholding information or providing false information during an investigation is a serious violation of this Policy and will subject an individual to disciplinary action, up to and including termination.

PROTECTION AGAINST RETALIATION
We prohibit any form of retaliation against an individual who makes a bona fide complaint of harassment, for assisting in a complaint investigation, for providing information in a complaint investigation, or for making any determination necessary under this Policy. Retaliation is a serious violation of this Policy, and any individual found to have retaliated against another person in violation of this Policy will be subject to discipline, up to and including termination of employment.

FALSE ACCUSATIONS OF MISCONDUCT
False and malicious complaints of harassment, as opposed to complaints which, even if erroneous, are brought in good faith, will result in appropriate discipline, up to and including termination.

AUTHORITY AND RESPONSIBILITY
If a supervisor or manager learns that an employee is suffering potentially harassing behavior, the supervisor or manager must act promptly to ensure that the harassing behavior is investigated, and if necessary, promptly stopped. All supervisors and managers are responsible for preventing employees from being subjected to harassment, and for reporting any complaint or incident of harassment to Human Resources immediately and at the very least within twenty-four (24) hours using the procedures outlined above. If an incident is not reported, but a manager is aware of potential harassment, this must also be reported immediately and at the very least within twenty-four (24) hours to Human Resources.

Supervisors, must immediately report any allegations of harassment that are learned of, even if the allegations are against themselves.

Once a supervisor learns of potentially harassing behavior, we have a legal duty to take prompt and effective action. This duty remains even if the complaining employee asks the supervisor to keep the matter confidential and to do nothing, especially if the alleged harassment is severe, ongoing, or potentially harmful to others.

Supervisors cannot promise to maintain complete confidentiality. Instead, supervisors must ensure that the potentially harassing behavior is reported to the appropriate officials as soon as possible. If the employee does not want to report the issue him or herself, the supervisor must do so.

Supervisors should address the employee's concerns and assure him or her that, while the supervisor cannot promise complete confidentiality, the matter will be kept as private as possible and that the employee will be protected from retaliation.

Supervisors should follow up with the employee periodically during the investigative process, as well as after the investigation has been completed, to ensure that he or she is not experiencing retaliation or further harassment.

WHISTLEBLOWER POLICY
A whistleblower as defined by this Policy is an employee who reports an activity that he/she considers to be illegal or dishonest to one or more managers of the employer. Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate supervisor and Human Resources. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

The confidentiality of the whistleblower will be maintained to the extent that is reasonable. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. We prohibit retaliation against a whistleblower.

NON-RETALIATION
No employee will be retaliated against for reporting in good faith potential violations of any policy, or for filing, testifying, assisting with, or participating in any investigation, proceeding, or hearing conducted by the company or by a federal or state enforcement agency. Prohibited retaliation includes, but is not limited to, demotion, suspension, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying an employment benefit.

Any individual who retaliates or attempts to retaliate will be subject to appropriate disciplinary action, up to and including termination of employment. If you feel that you have been retaliated against you should report this in writing to Human Resources.

It should be noted that frivolous complaints that have no merit upon investigation or which are made in clear and direct response to disciplinary actions against an employee with documented performance issues or policy violations will not protect the employee against further disciplinary action up to and including termination. However, such actions must clearly be directly related to the employee’s own documented performance issues or policy violations.

ISSUE RESOLUTION PROCESS
We encourage open and direct lines of communication between employees at all levels of the organization. We respect the intelligence of our employees and their ability to speak for themselves.

It benefits everyone when employees feel free to bring questions, suggestions and concerns directly to their managers. Examples of issues that should be handled through this resolution process include: concerns about the application of school policies and procedures within the school to school staff, parents and students; concerns about personnel decisions directly involving an individual or decisions affecting other individuals at the school; work conditions; questions about the competence and overall fitness of a colleague or a supervisor; and regulatory compliance.

Employees should follow the resolution process detailed below. Employees should always contact Human Resources immediately to deal with issues of discrimination or harassment as described in the Preventing Workplace Harassment policy of this handbook.

STEPS IN THE PROCESS

1. If the issue does not involve a violation of school policy or an ethical or regulatory requirement, meet with at least two levels of management. An employee must, in good faith, make every attempt to resolve the issue with his or her immediate manager and, if that is not successful, then with his or her next level manager. Fear of retaliation is not a legitimate reason to skip this step. If the issue does involve a violation of school policy or an ethical or regulatory requirement, then the employee should proceed directly to step 2.
2. If the immediate manager or the next level manager cannot resolve the issue, or if the issue involves a violation of school policy or an ethical or regulatory requirement, it is important to describe the issue, the desired result, and your proposed solution to the issue. This step should occur as soon as possible after the occurrence of the problem.
3. If the issue relates to a personnel matter or work condition, contact Human Resources. After an employee fully describes the issue, Human Resources will help them and their manager consider how policies, procedures, and practices relate for the issue. Often, the policies in this handbook will dictate a resolution to the issue. If the issue involves a school policy or an ethical or regulatory requirement, contact a member of the school management team. Human Resources can provide you with the name of the appropriate contact or you can ask them to contact the appropriate individual on your behalf.
4. If your issue is not resolved by either Human Resources or School Services, you can request that your matter be presented to your school's governing body (if applicable) for final consideration or you can contact them directly. The contact information for your school's governing body is located on your school's web site.

(see also the CalOPS Employee Handbook)

Dress Code (including Gang-Related Apparel)

Any clothing worn or displayed at a school sponsored event that could reasonably be determined to threaten the health and safety of the school environment will be prohibited. Such determination will be made by on site administration or other school staff.

Safe and Orderly Environment

Required Student Safety Trainings for School Staff

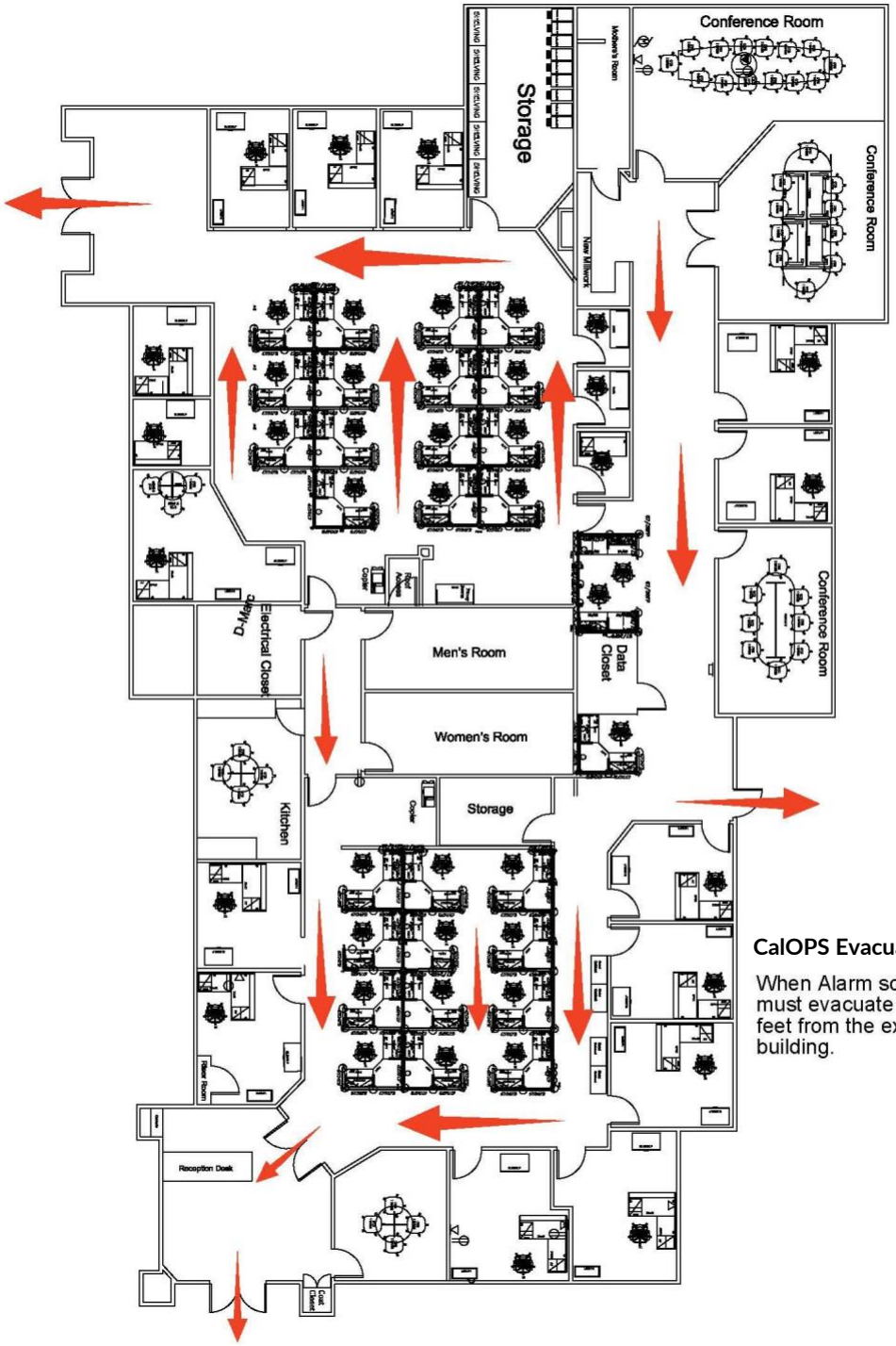
CalOPS takes student safety and well-being very seriously, and believes that students should be able to learn in a safe and comfortable environment. Therefore, in addition to the comprehensive set of required courses and trainings for school staff that focus on educational practices, teachers are required to take two courses that focus specifically on student safety:

- Internet Safety: This course provides valuable information about practicing safe behaviors online.
- Students in Distress: Recognizing and Responding: This course is designed to ensure teachers and other school staff are familiar with the signs of student distress and know how to respond promptly and professionally when they observe such signs or behaviors.

All members of school staff must complete the trainings at the beginning of the school year, and refer to the trainings throughout the year as needed. School leadership tracks staff completion of these trainings to ensure all staff members have completed the trainings in the required time frame. Caretakers and Learning Coaches are asked to communicate and collaborate with teachers and other school staff as they work to fulfill their professional roles in supporting student safety and well-being. They are asked to involve additional parties as appropriate to address concerns, and to always keep student safety and well-being at the center of the conversation.
(see also the CalOPS Students Handbook)

Safe Ingress and Egress

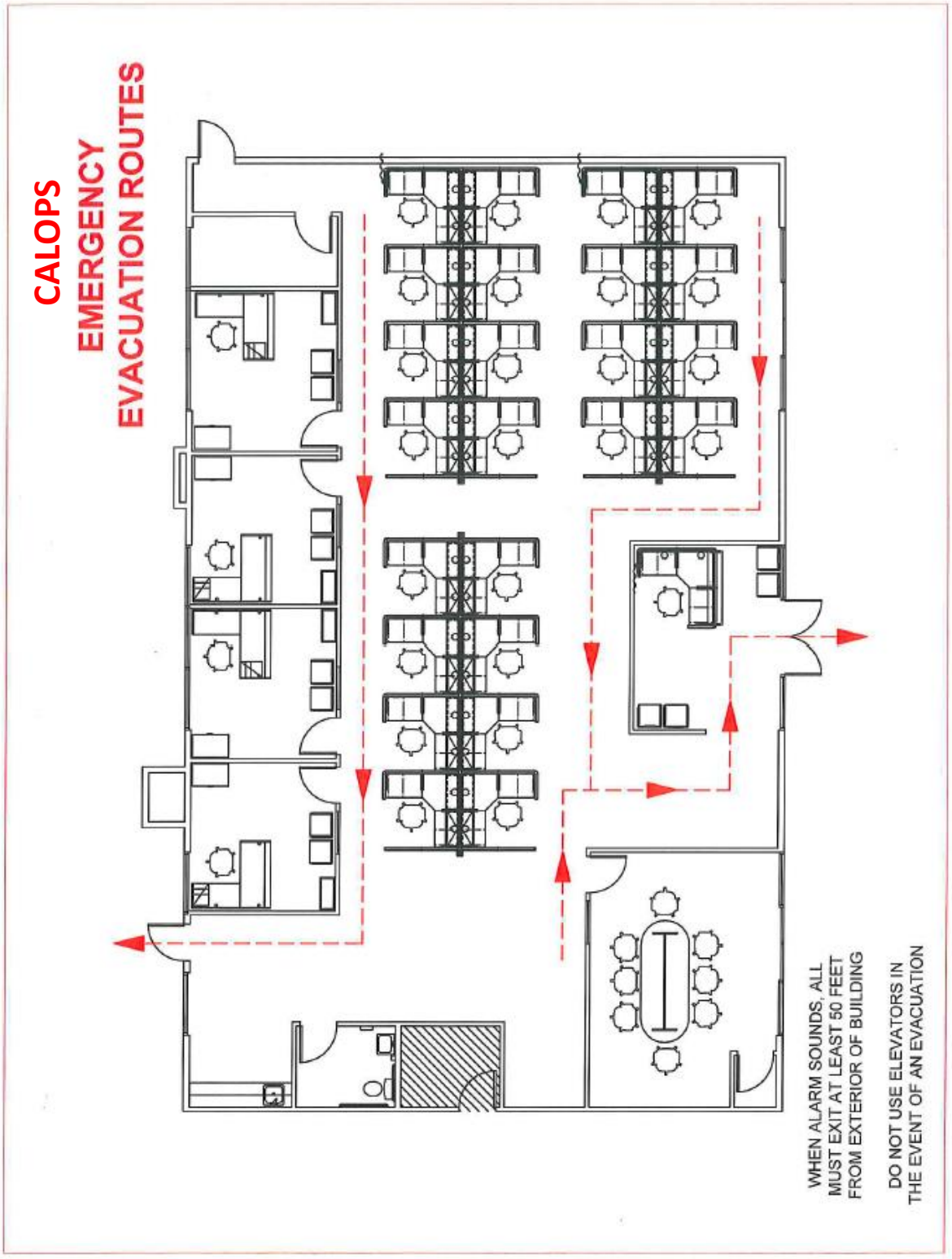
California Online Public Schools, Southern California Office
33272 Valle Road, San Juan Capistrano, CA 92675



CalOPS Evacuation Plan

When Alarm sounds you must evacuate at least 50 feet from the exterior of the building.

California Online Public Schools, Ripon Office
580 N Wilma Ave. Ste. G, Ripon, CA 95366



Coversheet

Approval of LCAP Mid Year Update (attached)

Section: V. Action Items
Item: B. Approval of LCAP Mid Year Update (attached)
Purpose: Vote
Submitted by:
Related Material:
2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_CalCA_Central_Coast_20240131.pdf
2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_CalCA_Central_Valley_20240131.pdf
2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_CalCA_Monterey_Bay_20240131.pdf
2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_CalCA_Northern_California_20240131.pdf
2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_CalCA_North_Bay_20240131.pdf
2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_CalCA_Southern_California_20240131.pdf

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Coast	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

Goal 1

Goal Description
All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021, the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021, the median percent progress towards Typical Growth in Math was 86%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	No baseline	In 2021-2022 the RFEP rate was 50%	In 2022-2023 the RFEP rate was 20%	In January 2024 the RFEP rate is 0%	The desired outcome for 2023-2024 is an RFEP rate of 28%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Professional Development for Academic Achievement** Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	No	Partially Implemented	Professional development in the forms of internal and external trainings as well as summer school have been implemented thus far in the 23-24 school year.	The professional development thus far includes but is not limited to PLC, ELD, SEL, and curriculum based training and development.	$14,755.01	$3,219.87
1.2	**Diagnostic Assessments and MTSS Academic Interventions** Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	No	Partially Implemented	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math. So far this year we have implemented the first of our three diagnostics.	The diagnostic results are reviewed by staff and administration through PLCs and regular meetings. This information is then shared with families and students to help guide instruction. After diagnostic one in the fall of the 23-24 school year there was a 93.5% participation rate for iReady in both math and reading and a 97.3% participation rate on MAP.	$88,147.75	$32,083.45
1.3	**Teacher Collaboration for Academic Achievement**	No	Partially Implemented	PLCs in TK- 12th grade meet bi weekly throughout the school	PLCs set 10-week SMART goals in order to	$109,788.98	$38,671.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.			year the teacher leads of the PLCs meet monthly.	determine best strategies and methods to implement best practices. After the first 10-week session, 65.4% of all school SMART goals were met.		
1.4	**Synchronous and Asynchronous Instructional Tools** Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	No	Partially Implemented	Teacher use both Zoom and Class.com to offer high engagement online instructional to their students.	Students attend full class, small group and one on one sessions with their teachers are provided and necessary.	$1,383.29	$1,187.69
1.5	**English Learner Student Achievement** Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	Yes	Partially Implemented	This is an ongoing goal to ensure we are meeting our ELD students needs throughout the entire school year. For the 23-24 school year we have an ELD team at all grade band levels to support our students and increase engagement.	An EL plan has been implemented and is being followed for the 23-24 school year.	$3,775.17	$1,483.34
1.6	**LTEL Support** Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	Yes	Partially Implemented	In the 23-24 school year we are working towards identifying and transitioning Long Term English Learner students towards reclassification.	For the 23-24 school year we have added the position of Coordinator of ELD to our school to monitor our EL and LTEL students at all	$1,285.62	$493.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					grade levels and support our EL staff.		
1.7	**Foster and Homeless Academic Achievement** Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.	Yes	Partially Implemented	Ongoing Foster and Homeless supports during the 23-24 school year include but are not limited to various counseling services and interventions, teacher supports and consideration. for modified graduation requirements.	During the 23-24 school year our support for our Foster and Homeless student population continues to adapt based on student need and staff training.	$698.36	$446.29

Goal 2

Goal Description
All stakeholder groups will demonstrate active engagement in the school program.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	As of January 2024, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Access to Technology, Internet Connectivity, and a Rigorous Curriculum** Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus. All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	No Yes	Partially Implemented	Continuing through the 23-24 school year All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	Continuing through the 23-24 school year, students in multi student households are provided with a second computer as needed. Additional computers beyond two may be requested and and are subject to superintendent approval.	$230,954.54	$68,484.36
2.2	**Track and Record Daily Student Participation** Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time	No	Partially Implemented	The communication and contact between student and teacher remain at a high level in the 23-24 school year. These contacts include but are not limited to phone calls, in person, and real-time instruction.	As reported for the end of quarter one of the 23-24 school year the contact rate was 98%.	$164,304.63	$34,041.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily.						
2.3	**Framework of Tiered Re-engagement Strategies for Students** When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	Yes	Partially Implemented	The escalation and tiered intervention process is ongoing during the 23-24 school year.	Administration and teachers at all grade levels, TK-12th grade, adhere to policies and procedures for re-engagement. These strategies allowed for tiered intervention and opportunities to lessen chronic absenteeism.	$62,063.48	$22,363.94
2.4	**Learning Coach Engagement Support** The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish.	Yes	Partially Implemented	Learning Coach support is an ongoing process through the 23-24 school year in order to help with onboarding, training, and engagement.	This is an ongoing process throughout the 23-24 school year in ensure Learning Coaches, both new and existing, are able to receive support as needed. The	$6,165.54	$1,765.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					team is made up of teachers and leadership dedicated to fulfilling this need.		
2.5	**Social Emotional / Mental Health Supports** Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields.	No	Partially Implemented	The Social and Emotional/ Mental Health Wellness is ongoing throughout the 23-24 school year. Staff complete professional development in order to better serve our families and students in this area.	In the 23-24 school year, we have continued with a School Psychologist and Social Worker on staff. School staff has also been involved in trainings and professional development in order to support all students.	$7,493.19	$2,901.52
2.6	**Increasing Diversity and Inclusion** Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	No	Partially Implemented	We are continuing our commitment to DEI in the 23-24 school year though training, professional development, and community outreach. This is an ongoing process.	Our continued work in the 23-24 school year includes professional development, book studies, and community outreach. This also includes the addition of a DEI Specialist on staff.	$61.26	$1,638.75
2.7	**Foster and Homeless Youth Engagement Support** Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and	Yes	Partially Implemented	This action is ongoing with our students in the 23-24 school year. We will continue having foster and homeless youth liaisons at the	Our continuing focus on foster and homeless youth during the 23-24 school year. includes	$737.13	$271.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure 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. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.			various grade bands in order to support and identify these students and offer support through various means.	but is not limited to technology, counseling support and staff training.		
2.8	**In-Person and Virtual Engagement and Enrichment** Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	No	Partially Implemented	The in-person and virtual engagement and enrichment activities are ongoing through the 23-24 school year. These opportunities are provided to help enrich the school experience for our students and families.	The continued focus on this action in the 23-24 school year included but is not limited to school festival, graduation related activities, and community outreach events.	$18,648.00	$487.59

Goal 3

Goal Description
All students will graduate with the knowledge and skills needed for college and careers.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021 the average course pass rate was 87.8%	In 2021-2022 the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021, the course pass rates was 72%	In the summer of 2022, the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 50%	* (There are not enough students for a graduation rate (2020-2021)	The 2021-2022 grad rate was 90.9%	The 2022-2023 grad rate was 90.9%	The desired outcome for the 2023-2024 grad rate is 91.8%
Increase the percentage of students completing a-g requirements.	No baseline	No baseline	No baseline	In 2022-2023, the percentage of students completing a-g requirements was 30%	The desired outcome for the 2023-2024 school year is 10%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College Preparation** Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	No	Partially Implemented	This is a continuing action for the 23-24 school year to ensure students are enrolled in college prep curriculum including a-g, AP and honors coursework.	The 23-24 school year counseling team are continuing their work towards analysis of a-g course completion data and developing ways to to increase overall student performance. This includes but is not limited to dedicated counseling efforts working directly on CCI	$16,792.08	$6,472.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					and student growth in this area.		
3.2	**Career Preparation (CTE)** Develop and implement formal Career Technical Education Pathways.	Yes	Partially Implemented	This is an ongoing action for the 23-24 school year toward the continued implementation of CTE Pathway.	The implementation of this action includes but is not limited to CTE program development, student software and job shadowing.	$2,453.85	$1,028.74
3.3	**AVID Program Implementation** Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	Yes	Partially Implemented	The 23-24 school continues to serve AVID students in our virtual setting allowing for strategies and college readiness support to be provided to our at risk student populations.	This action includes but is not limited to AVID training and tutoring hours as well as district level costs to provide this service for our students.	$212.87	$200.22
3.4	**Credit Recovery and Summer Intervention** Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8.	Yes	Partially Implemented	Continuing our efforts in the 23-24 school year to have a robust credit program, Project Success, as well as continue our in house summer school program to ensure we are meeting the needs of our credit deficient students. For example, in the first quarter of the 23-24 school year Project Success, our credit recovery program, had it highest ever quarter one pass rate of 95.2%	During the 23-24 school year we are continuing to offer credit recovery courses and program to our credit deficient students with added support and contact between the student, family and teacher. We will also be continuing our in-house summer school	$16,031.63	$5,628.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					program with a robust catalogue of courses to meet our students needs.		
3.5	**Transition Plans** 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.	No	Partially Implemented	Transition plans for all high school Special Education are continuing to be monitored throughout the 23-24 school year but our dedicated Special Education teachers, leadership team and administration.	This action is in progress for the 23-24 school year as the Special Education team develop plans to help continue the focus on monitoring the transition plans for our Special Education high school students.	$5,194.40	$1,983.99
3.6	**Graduation Rate Progress Monitoring** Implement an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	No	Partially Implemented	This is a continual action through out the 23-24 school year as the teaching staff, counselors and administration work to monitor the individual student needs so the appropriate support can be given to ensure students are graduating on time.	As this is an ongoing action, teachers, counselors and administration evaluate and develop plans to ensure students are receiving the correct credit recovery courses in order to graduate on time. This includes but is not limited to the Project Success Program and CHAMPS kids.	$19,989.47	$7,183.36
3.7	**Dual Enrollment Options**	No	Partially Implemented	A continued partnership during the 23-24 school	During the 23-24 school year	$774.79	$271.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.			year allowing for further development of a Career College Access Pathway to encourage and expand our dual enrollment options for our high school students.	counselors and administration are working to continue the enhancement of the college and career opportunities through this program for our high school students. The commitment to grow this program includes efforts to increase enrollments as well as purchasing textbooks necessary for our students to be successful.		

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Valley	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

Goal 1

Goal Description
All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021, the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021, the median percent progress towards Typical Growth in Math was 86%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 15.8%	In 2021-2022 the RFEP rate was 6.45%	In 2022-2023 the RFEP rate was 8.75%	In January 2024 the RFEP rate is 0%	The desired outcome for 2023-2024 is an RFEP rate of 17.9%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Professional Development for Academic Achievement** Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	No	Partially Implemented	Professional development in the forms of internal and external trainings as well as summer school have been implemented thus far in the 23-24 school year.	The professional development thus far includes but is not limited to PLC, ELD, SEL, and curriculum based training and development.	$85,981.06	$32,198.65
1.2	**Diagnostic Assessments and MTSS Academic Interventions** Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	No	Partially Implemented	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math. So far this year we have implemented the first of our three diagnostics.	The diagnostic results are reviewed by staff and administration through PLCs and regular meetings. This information is then shared with families and students to help guide instruction. After diagnostic one in the fall of the 23-24 school year there was a 93.5% participation rate for iReady in both math and reading and a 97.3% participation rate on MAP.	$793,329.79	$320,834.50
1.3	**Teacher Collaboration for Academic Achievement**	No	Partially Implemented	PLCs in TK- 12th grade meet bi weekly throughout the school	PLCs set 10-week SMART goals in order to	$979,243.81	$386,713.88

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.			year the teacher leads of the PLCs meet monthly.	determine best strategies and methods to implement best practices. After the first 10-week session, 65.4% of all school SMART goals were met.		
1.4	**Synchronous and Asynchronous Instructional Tools** Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	No	Partially Implemented	Teacher use both Zoom and Class.com to offer high engagement online instructional to their students.	Students attend full class, small group and one on one sessions with their teachers are provided and necessary.	$12,449.59	$11,876.87
1.5	**English Learner Student Achievement** Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	Yes	Partially Implemented	This is an ongoing goal to ensure we are meeting our ELD students needs throughout the entire school year. For the 23-24 school year we have an ELD team at all grade band levels to support our students and increase engagement.	An EL plan has been implemented and is being followed for the 23-24 school year.	$33,976.50	$14,833.36
1.6	**LTEL Support** Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	Yes	Partially Implemented	In the 23-24 school year we are working towards identifying and transitioning Long Term English Learner students towards reclassification.	For the 23-24 school year we have added the position of Coordinator of ELD to our school to monitor our EL and LTEL students at all	$11,570.58	$4,936.15

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					grade levels and support our EL staff.		
1.7	**Foster and Homeless Academic Achievement** Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.	Yes	Partially Implemented	Ongoing Foster and Homeless supports during the 23-24 school year include but are not limited to various counseling services and interventions, teacher supports and consideration. for modified graduation requirements.	During the 23-24 school year our support for our Foster and Homeless student population continues to adapt based on student need and staff training.	$6,285.22	$4,462.88

Goal 2

Goal Description
All stakeholder groups will demonstrate active engagement in the school program.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	As of January 2024, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Access to Technology, Internet Connectivity, and a Rigorous Curriculum** Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus. All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	No Yes	Partially Implemented	Continuing through the 23-24 school year All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	Continuing through the 23-24 school year, students in multi student households are provided with a second computer as needed. Additional computers beyond two may be requested and and are subject to superintendent approval.	$1,278,200.86	$684,843.60
2.2	**Track and Record Daily Student Participation** Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports	No	Partially Implemented	The communication and contact between student and teacher remain at a high level in the 23-24 school year. These contacts include but are not limited to phone calls, in person, and real-time instruction.	As reported for the end of quarter one of the 23-24 school year the contact rate was 98%.	$1,247,195.59	$340,415.42

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily.						
2.3	**Framework of Tiered Re-engagement Strategies for Students** When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	Yes	Partially Implemented	The escalation and tiered intervention process is ongoing during the 23-24 school year.	Administration and teachers at all grade levels, TK-12th grade, adhere to policies and procedures for re-engagement. These strategies allowed for tiered intervention and opportunities to lessen chronic absenteeism.	$558,571.28	$223,639.37
2.4	**Learning Coach Engagement Support** The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training	Yes	Partially Implemented	Learning Coach support is an ongoing process through the 23-24 school year in order to help with onboarding, training, and engagement.	This is an ongoing process throughout the 23-24 school year in ensure Learning Coaches, both new and existing, are able to receive	$55,489.86	$17,655.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and resources, including additional resources in Spanish.				support as needed. The team is made up of teachers and leadership dedicated to fulfilling this need.		
2.5	**Social Emotional / Mental Health Supports** Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields.	No	Partially Implemented	The Social and Emotional/ Mental Health Wellness is ongoing throughout the 23-24 school year. Staff complete professional development in order to better serve our families and students in this area.	In the 23-24 school year, we have continued with a School Psychologist and Social Worker on staff. School staff has also been involved in trainings and professional development in order to support all students.	$133,593.84	$95,170.35
2.6	**Increasing Diversity and Inclusion** Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	No	Partially Implemented	We are continuing our commitment to DEI in the 23-24 school year though training, professional development, and community outreach. This is an ongoing process.	Our continued work in the 23-24 school year includes professional development, book studies, and community outreach. This also includes the addition of a DEI Specialist on staff.	$25,551.34	$16,387.50
2.7	**Foster and Homeless Youth Engagement Support** Continue to refine and consistently implement the identification process	Yes	Partially Implemented	This action is ongoing with our students in the 23-24 school year. We will continue having	Our continuing focus on foster and homeless youth during the	$6,634.18	$2,712.88

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure 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. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.			foster and homeless youth liaisons at the various grade bands in order to support and identify these students and offer support through various means.	23-24 school year. includes but is not limited to technology, counseling support and staff training.		
2.8	**In-Person and Virtual Engagement and Enrichment** Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	No	Partially Implemented	The in-person and virtual engagement and enrichment activities are ongoing through the 23-24 school year. These opportunities are provided to help enrich the school experience for our students and families.	The continued focus on this action in the 23-24 school year included but is not limited to school festival, graduation related activities, and community outreach events.	$21,950.00	$4,875.89

Goal 3

Goal Description

All students will graduate with the knowledge and skills needed for college and careers.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021, the average course pass rate was 87.8%	In 2021-2022, the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021, the course pass rates was 72%	In the summer of 2022, the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 55.3%	The 2020-2021 grad rate was 68.1%	The 2021-2022 grad rate was 78.2%	The 2022-2023 grad rate was 77.3%	The desired outcome for the 2023-2024 grad rate is 80.4%
Increase the percentage of students completing a-g requirements.	In 2019-2020, the percentage of students completing a-g requirements was 11.1%	In 2020-2021, the percentage of students completing a-g requirements was 12.8%	In 2021-2022, the percentage of students completing a-g requirements was 9.5%	In 2022-2023, the percentage of students completing a-g requirements was 25%	The desired outcome for the 2023-2024 school year is 18.6%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College Preparation** Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	Yes	Partially Implemented	This is a continuing action for the 23-24 school year to ensure students are enrolled in college prep curriculum including a-g, AP and honors coursework.	The 23-24 school year counseling team are continuing their work towards analysis of a-g course completion data and developing ways to to increase overall student performance. This includes but is not limited to dedicated counseling efforts working	$151,128.80	$64,720.17

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					directly on CCI and student growth in this area.		
3.2	**Career Preparation (CTE)** Develop and implement formal Career Technical Education Pathways.	Yes	Partially Implemented	This is an ongoing action for the 23-24 school year toward the continued implementation of CTE Pathway.	The implementation of this action includes but is not limited to CTE program development, student software and job shadowing.	$10,398.65	$10,287.35
3.3	**AVID Program Implementation** Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	Yes	Partially Implemented	The 23-24 school continues to serve AVID students in our virtual setting allowing for strategies and college readiness support to be provided to our at risk student populations.	This action includes but is not limited to AVID training and tutoring hours as well as district level costs to provide this service for our students.	$1,915.79	$2,002.15
3.4	**Credit Recovery and Summer Intervention** Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8.	Yes	Partially Implemented	Continuing our efforts in the 23-24 school year to have a robust credit program, Project Success, as well as continue our in house summer school program to ensure we are meeting the needs of our credit deficient students. For example, in the first quarter of the 23-24 school year Project Success, our credit recovery program, had it highest ever quarter one pass rate of 95.2%	During the 23-24 school year we are continuing to offer credit recovery courses and program to our credit deficient students with added support and contact between the student, family and teacher. We will also be continuing our in-house	$144,063.66	$56,289.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					summer school program with a robust catalogue of courses to meet our students needs.		
3.5	**Transition Plans** 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.	No	Partially Implemented	Transition plans for all high school Special Education are continuing to be monitored throughout the 23-24 school year but our dedicated Special Education teachers, leadership team and administration.	This action is in progress for the 23-24 school year as the Special Education team develop plans to help continue the focus on monitoring the transition plans for our Special Education high school students.	$46,749.58	$19,839.90
3.6	**Graduation Rate Progress Monitoring** Implement an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	Yes	Partially Implemented	This is a continual action through out the 23-24 school year as the teaching staff, counselors and administration work to monitor the individual student needs so the appropriate support can be given to ensure students are graduating on time.	As this is an ongoing action, teachers, counselors and administration evaluate and develop plans to ensure students are receiving the correct credit recovery courses in order to graduate on time. This includes but is not limited to the Project Success Program and CHAMPS kids.	$179,905.21	$71,833.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.7	**Dual Enrollment Options** Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	No	Partially Implemented	A continued partnership during the 23-24 school year allowing for further development of a Career College Access Pathway to encourage and expand our dual enrollment options for our high school students.	During the 23-24 school year counselors and administration are working to continue the enhancement of the college and career opportunities through this program for our high school students. The commitment to grow this program includes efforts to increase enrollments as well as purchasing textbooks necessary for our students to be successful.	$6,973.09	$2,712.88

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Monterey Bay	Dr. Richard Savage Superintendent	rsavage@claiforniaops.org 949-461-1667

Goal 1

Goal Description
All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021, the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021, the median percent progress towards Typical Growth in Math was 86%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 10%	In 2021-2022 the RFEP rate was 8.33%	In 2022-2023 the RFEP rate was 15.79%	In January 2024 the RFEP rate is 0%	The desired outcome for 22023-2024 is an RFEP rate of 24.21%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Professional Development for Academic Achievement** Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	No	Partially Implemented	Professional development in the forms of internal and external trainings as well as summer school have been implemented thus far in the 23-24 school year.	The professional development thus far includes but is not limited to PLC, ELD, SEL, and curriculum based training and development.	$63,256.03	$22,539.06
1.2	**Diagnostic Assessments and MTSS Academic Interventions** Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	No	Partially Implemented	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math. So far this year we have implemented the first of our three diagnostics.	The diagnostic results are reviewed by staff and administration through PLCs and regular meetings. This information is then shared with families and students to help guide instruction. After diagnostic one in the fall of the 23-24 school year there was a 93.5% participation rate for iReady in both math and reading and a 97.3% participation rate on MAP.	$528,886.52	$224,584.15
1.3	**Teacher Collaboration for Academic Achievement**	No	Partially Implemented	PLCs in TK- 12th grade meet bi weekly throughout the school	PLCs set 10-week SMART goals in order to	$653,951.87	$270,699.71

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.			year the teacher leads of the PLCs meet monthly.	determine best strategies and methods to implement best practices. After the first 10-week session, 65.4% of all school SMART goals were met.		
1.4	**Synchronous and Asynchronous Instructional Tools** Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	No	Partially Implemented	Teacher use both Zoom and Class.com to offer high engagement online instructional to their students.	Students attend full class, small group and one on one sessions with their teachers are provided and necessary.	$8,299.73	$8,313.81
1.5	**English Learner Student Achievement** Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	Yes	Partially Implemented	This is an ongoing goal to ensure we are meeting our ELD students needs throughout the entire school year. For the 23-24 school year we have an ELD team at all grade band levels to support our students and increase engagement.	An EL plan has been implemented and is being followed for the 23-24 school year.	$22,651.00	$10,383.35
1.6	**LTEL Support** Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	Yes	Partially Implemented	In the 23-24 school year we are working towards identifying and transitioning Long Term English Learner students towards reclassification.	For the 23-24 school year we have added the position of Coordinator of ELD to our school to monitor our EL and LTEL students at all	$7,713.72	$3,455.31

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					grade levels and support our EL staff.		
1.7	**Foster and Homeless Academic Achievement** Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.	Yes	Partially Implemented	Ongoing Foster and Homeless supports during the 23-24 school year include but are not limited to various counseling services and interventions, teacher supports and consideration. for modified graduation requirements.	During the 23-24 school year our support for our Foster and Homeless student population continues to adapt based on student need and staff training.	$4,190.15	$3,124.01

Goal 2

Goal Description
All stakeholder groups will demonstrate active engagement in the school program.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	As of January 2024, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Access to Technology, Internet Connectivity, and a Rigorous Curriculum** Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus. All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	No Yes	Partially Implemented	Continuing through the 23-24 school year All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	Continuing through the 23-24 school year, students in multi student households are provided with a second computer as needed. Additional computers beyond two may be requested and and are subject to superintendent approval.	$951,193.24	$479,390.52
2.2	**Track and Record Daily Student Participation** Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports	No	Partially Implemented	The communication and contact between student and teacher remain at a high level in the 23-24 school year. These contacts include but are not limited to phone calls, in person, and real-time instruction.	As reported for the end of quarter one of the 23-24 school year the contact rate was 98%.	$861,449.72	$238,290.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily.						
2.3	**Framework of Tiered Re-engagement Strategies for Students** When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	No	Partially Implemented	The escalation and tiered intervention process is ongoing during the 23-24 school year.	Administration and teachers at all grade levels, TK-12th grade, adhere to policies and procedures for re-engagement. These strategies allowed for tiered intervention and opportunities to lessen chronic absenteeism.	$372,380.86	$156,547.56
2.4	**Learning Coach Engagement Support** The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training	Yes	Partially Implemented	Learning Coach support is an ongoing process through the 23-24 school year in order to help with onboarding, training, and engagement.	This is an ongoing process throughout the 23-24 school year in ensure Learning Coaches, both new and existing, are able to receive	$36,993.24	$12,359.07

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and resources, including additional resources in Spanish.				support as needed. The team is made up of teachers and leadership dedicated to fulfilling this need.		
2.5	**Social Emotional / Mental Health Supports** Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields.	No	Partially Implemented	The Social and Emotional/ Mental Health Wellness is ongoing throughout the 23-24 school year. Staff complete professional development in order to better serve our families and students in this area.	In the 23-24 school year, we have continued with a School Psychologist and Social Worker on staff. School staff has also been involved in trainings and professional development in order to support all students.	$121,782.79	$97,134.31
2.6	**Increasing Diversity and Inclusion** Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	No	Partially Implemented	We are continuing our commitment to DEI in the 23-24 school year though training, professional development, and community outreach. This is an ongoing process.	Our continued work in the 23-24 school year includes professional development, book studies, and community outreach. This also includes the addition of a DEI Specialist on staff.	$367.56	$11,471.25
2.7	**Foster and Homeless Youth Engagement Support** Continue to refine and consistently implement the identification process	Yes	Partially Implemented	This action is ongoing with our students in the 23-24 school year. We will continue having	Our continuing focus on foster and homeless youth during the	$4,422.79	$1,899.01

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure 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. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.			foster and homeless youth liaisons at the various grade bands in order to support and identify these students and offer support through various means.	23-24 school year. includes but is not limited to technology, counseling support and staff training.		
2.8	**In-Person and Virtual Engagement and Enrichment** Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	No	Partially Implemented	The in-person and virtual engagement and enrichment activities are ongoing through the 23-24 school year. These opportunities are provided to help enrich the school experience for our students and families.	The continued focus on this action in the 23-24 school year included but is not limited to school festival, graduation related activities, and community outreach events.	$17,708.00	$3,413.12

Goal 3

Goal Description

All students will graduate with the knowledge and skills needed for college and careers.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021, the average course pass rate was 87.8%	In 2021-2022, the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021, the course pass rates was 72%	In the summer of 2022, the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 50%	The 2020-2021 grad rate was 73.6%	The 2021-2022 grad rate was 88.9%	The 2022-2023 grad rate was 72.4%	The desired outcome for the 2023-2024 grate rate is 90%.
Increase the percentage of students prepared and approaching prepared as defined by the CCI	No baseline	In 2020-2021, the percentage of students completing a-g requirements was 17.7%	In 2021-2022, the percentage of students completing a-g requirements was 25.4%	In 2022-2023, the percentage of students completing a-g requirements was 41%	The desired outcome for the 2023-2024 school year is 32.9%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College Preparation** Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	No	Partially Implemented	This is a continuing action for the 23-24 school year to ensure students are enrolled in college prep curriculum including a-g, AP and honors coursework.	The 23-24 school year counseling team are continuing their work towards analysis of a-g course completion data and developing ways to to increase overall student performance. This includes but is not limited to dedicated counseling efforts working	$100,752.54	$45,304.12

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					directly on CCI and student growth in this area.		
3.2	**Career Preparation (CTE)** Develop and implement formal Career Technical Education Pathways.	Yes	Partially Implemented	This is an ongoing action for the 23-24 school year toward the continued implementation of CTE Pathway.	The implementation of this action includes but is not limited to CTE program development, student software and job shadowing.	$19,985.10	$7,201.15
3.3	**AVID Program Implementation** Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	Yes	Partially Implemented	The 23-24 school continues to serve AVID students in our virtual setting allowing for strategies and college readiness support to be provided to our at risk student populations.	This action includes but is not limited to AVID training and tutoring hours as well as district level costs to provide this service for our students.	$1,277.19	$1,401.51
3.4	**Credit Recovery and Summer Intervention** Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8.	Yes	Partially Implemented	Continuing our efforts in the 23-24 school year to have a robust credit program, Project Success, as well as continue our in house summer school program to ensure we are meeting the needs of our credit deficient students. For example, in the first quarter of the 23-24 school year Project Success, our credit recovery program, had it highest ever quarter one pass rate of 95.2%	During the 23-24 school year we are continuing to offer credit recovery courses and program to our credit deficient students with added support and contact between the student, family and teacher. We will also be continuing our in-house	$96,069.78	$39,402.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					summer school program with a robust catalogue of courses to meet our students needs.		
3.5	**Transition Plans** 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.	No	Partially Implemented	Transition plans for all high school Special Education are continuing to be monitored throughout the 23-24 school year but our dedicated Special Education teachers, leadership team and administration.	This action is in progress for the 23-24 school year as the Special Education team develop plans to help continue the focus on monitoring the transition plans for our Special Education high school students.	$31,166.38	$13,887.93
3.6	**Graduation Rate Progress Monitoring** Implement an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	Yes	Partially Implemented	This is a continual action through out the 23-24 school year as the teaching staff, counselors and administration work to monitor the individual student needs so the appropriate support can be given to ensure students are graduating on time.	As this is an ongoing action, teachers, counselors and administration evaluate and develop plans to ensure students are receiving the correct credit recovery courses in order to graduate on time. This includes but is not limited to the Project Success Program and CHAMPS kids.	$119,936.80	$50,283.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.7	**Dual Enrollment Options** Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	No	Partially Implemented	A continued partnership during the 23-24 school year allowing for further development of a Career College Access Pathway to encourage and expand our dual enrollment options for our high school students.	During the 23-24 school year counselors and administration are working to continue the enhancement of the college and career opportunities through this program for our high school students. The commitment to grow this program includes efforts to increase enrollments as well as purchasing textbooks necessary for our students to be successful.	$4,648.73	$1,899.01

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Northern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

Goal 1

Goal Description
All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021 the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022 the median percent progress towards Typical Growth in Reading was 83%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021, the median percent progress towards Typical Growth in Math was 86%	In 2021-2022 the median percent progress towards Typical Growth in Math was 79%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 3.3%	In 2021-2022 the RFEP rate was 5.38%	In 2022-2023 the RFEP rate was 9.15%	In January 2024 the RFEP rate is 2%	The desired outcome for 2023-2024 is an RFEP rate of 18.24%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Professional Development for Academic Achievement** Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	No	Partially Implemented	Professional development in the forms of internal and external trainings as well as summer school have been implemented thus far in the 23-24 school year.	The professional development thus far includes but is not limited to PLC, ELD, SEL, and curriculum based training and development.	$238,575.11	$67,617.17
1.2	**Diagnostic Assessments and MTSS Academic Interventions** Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	No	Partially Implemented	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math. So far this year we have implemented the first of our three diagnostics.	The diagnostic results are reviewed by staff and administration through PLCs and regular meetings. This information is then shared with families and students to help guide instruction. After diagnostic one in the fall of the 23-24 school year there was a 93.5% participation rate for iReady in both math and reading and a 97.3% participation rate on MAP.	$1,762,955.09	$673,752.44
1.3	**Teacher Collaboration for Academic Achievement**	No	Partially Implemented	PLCs in TK- 12th grade meet bi weekly throughout the school	PLCs set 10-week SMART goals in order to	$2,185,087.57	$812,099.14

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.			year the teacher leads of the PLCs meet monthly.	determine best strategies and methods to implement best practices. After the first 10-week session, 65.4% of all school SMART goals were met.		
1.4	**Synchronous and Asynchronous Instructional Tools** Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	No	Partially Implemented	Teacher use both Zoom and Class.com to offer high engagement online instructional to their students.	Students attend full class, small group and one on one sessions with their teachers are provided and necessary.	$27,665.76	$24,941.43
1.5	**English Learner Student Achievement** Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	Yes	Partially Implemented	This is an ongoing goal to ensure we are meeting our ELD students needs throughout the entire school year. For the 23-24 school year we have an ELD team at all grade band levels to support our students and increase engagement.	An EL plan has been implemented and is being followed for the 23-24 school year.	$75,503.32	$31,150.05
1.6	**LTEL Support** Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	Yes	Partially Implemented	In the 23-24 school year we are working towards identifying and transitioning Long Term English Learner students towards reclassification.	For the 23-24 school year we have added the position of Coordinator of ELD to our school to monitor our EL and LTEL students at all	$25,712.41	$10,365.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					grade levels and support our EL staff.		
1.7	**Foster and Homeless Academic Achievement** Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.	Yes	Partially Implemented	Ongoing Foster and Homeless supports during the 23-24 school year include but are not limited to various counseling services and interventions, teacher supports and consideration. for modified graduation requirements.	During the 23-24 school year our support for our Foster and Homeless student population continues to adapt based on student need and staff training.	$13,967.15	$9,372.04

Goal 2

Goal Description
All stakeholder groups will demonstrate active engagement in the school program.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	As of January 2024, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Access to Technology, Internet Connectivity, and a Rigorous Curriculum** Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus. All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	No Yes	Partially Implemented	Continuing through the 23-24 school year All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	Continuing through the 23-24 school year, students in multi student households are provided with a second computer as needed. Additional computers beyond two may be requested and and are subject to superintendent approval.	$3,478,825.80	$1,438,171.57
2.2	**Track and Record Daily Student Participation** Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports	No	Partially Implemented	The communication and contact between student and teacher remain at a high level in the 23-24 school year. These contacts include but are not limited to phone calls, in person, and real-time instruction.	As reported for the end of quarter one of the 23-24 school year the contact rate was 98%.	$3,007,676.41	$714,872.38

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily.						
2.3	**Framework of Tiered Re-engagement Strategies for Students** When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	Yes	Partially Implemented	The escalation and tiered intervention process is ongoing during the 23-24 school year.	Administration and teachers at all grade levels, TK-12th grade, adhere to policies and procedures for re-engagement. These strategies allowed for tiered intervention and opportunities to lessen chronic absenteeism.	$1,241,269.53	$469,642.68
2.4	**Learning Coach Engagement Support** The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training	Yes	Partially Implemented	Learning Coach support is an ongoing process through the 23-24 school year in order to help with onboarding, training, and engagement.	This is an ongoing process throughout the 23-24 school year in ensure Learning Coaches, both new and existing, are able to receive	$123,310.80	$37,077.22

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and resources, including additional resources in Spanish.				support as needed. The team is made up of teachers and leadership dedicated to fulfilling this need.		
2.5	**Social Emotional / Mental Health Supports** Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields.	No	Partially Implemented	The Social and Emotional/ Mental Health Wellness is ongoing throughout the 23-24 school year. Staff complete professional development in order to better serve our families and students in this area.	In the 23-24 school year, we have continued with a School Psychologist and Social Worker on staff. School staff has also been involved in trainings and professional development in order to support all students.	$217,842.49	$128,910.66
2.6	**Increasing Diversity and Inclusion** Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	No	Partially Implemented	We are continuing our commitment to DEI in the 23-24 school year though training, professional development, and community outreach. This is an ongoing process.	Our continued work in the 23-24 school year includes professional development, book studies, and community outreach. This also includes the addition of a DEI Specialist on staff.	$51,225.19	$34,413.75
2.7	**Foster and Homeless Youth Engagement Support** Continue to refine and consistently implement the identification process	Yes	Partially Implemented	This action is ongoing with our students in the 23-24 school year. We will continue having	Our continuing focus on foster and homeless youth during the	$14,742.63	$5,697.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure 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. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.			foster and homeless youth liaisons at the various grade bands in order to support and identify these students and offer support through various means.	23-24 school year. includes but is not limited to technology, counseling support and staff training.		
2.8	**In-Person and Virtual Engagement and Enrichment** Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	No	Partially Implemented	The in-person and virtual engagement and enrichment activities are ongoing through the 23-24 school year. These opportunities are provided to help enrich the school experience for our students and families.	The continued focus on this action in the 23-24 school year included but is not limited to school festival, graduation related activities, and community outreach events.	$43,350.00	$10,239.36

Goal 3

Goal Description

All students will graduate with the knowledge and skills needed for college and careers.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021, the average course pass rate was 87.7%	In 2021-2022, the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021, the course pass rates was 72%	In the summer of 2022, the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 62.6%	The 2020-2021 grad rate was 70.2%	The 2021-2022 grad rate was 81.7%	The 2022-2023 grad rate was 73.2%	The desired outcome for the 2023-2024 grad rate is 83.5%
Increase the percentage of students completing a-g requirements.	In 2019-2020, the percentage of students completing a-g requirements was 17.1%	In 2020-2021, the percentage of students completing a-g requirements was 15.2%	In 2021-2022, the percentage of students completing a-g requirements was 17.84%	In 2022-2023, the percentage of students completing a-g requirements was 33%	The desired outcome for the 2023-2024 school year is 26.1%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College Preparation** Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	No	Partially Implemented	This is a continuing action for the 23-24 school year to ensure students are enrolled in college prep curriculum including a-g, AP and honors coursework.	The 23-24 school year counseling team are continuing their work towards analysis of a-g course completion data and developing ways to to increase overall student performance. This includes but is not limited to dedicated counseling efforts working	$335,841.79	$135,912.35

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					directly on CCI and student growth in this area.		
3.2	**Career Preparation (CTE)** Develop and implement formal Career Technical Education Pathways.	Yes	Partially Implemented	This is an ongoing action for the 23-24 school year toward the continued implementation of CTE Pathway.	The implementation of this action includes but is not limited to CTE program development, student software and job shadowing.	$41,844.00	$21,603.44
3.3	**AVID Program Implementation** Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	Yes	Partially Implemented	The 23-24 school continues to serve AVID students in our virtual setting allowing for strategies and college readiness support to be provided to our at risk student populations.	This action includes but is not limited to AVID training and tutoring hours as well as district level costs to provide this service for our students.	$4,257.30	$4,204.52
3.4	**Credit Recovery and Summer Intervention** Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8.	Yes	Partially Implemented	Continuing our efforts in the 23-24 school year to have a robust credit program, Project Success, as well as continue our in house summer school program to ensure we are meeting the needs of our credit deficient students. For example, in the first quarter of the 23-24 school year Project Success, our credit recovery program, had it highest ever quarter one pass rate of 95.2%	During the 23-24 school year we are continuing to offer credit recovery courses and program to our credit deficient students with added support and contact between the student, family and teacher. We will also be continuing our in-house	$320,361.59	$118,208.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					summer school program with a robust catalogue of courses to meet our students needs.		
3.5	**Transition Plans** 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.	No	Partially Implemented	Transition plans for all high school Special Education are continuing to be monitored throughout the 23-24 school year but our dedicated Special Education teachers, leadership team and administration.	This action is in progress for the 23-24 school year as the Special Education team develop plans to help continue the focus on monitoring the transition plans for our Special Education high school students.	$103,887.95	$41,663.79
3.6	**Graduation Rate Progress Monitoring** Implement an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	No	Partially Implemented	This is a continual action through out the 23-24 school year as the teaching staff, counselors and administration work to monitor the individual student needs so the appropriate support can be given to ensure students are graduating on time.	As this is an ongoing action, teachers, counselors and administration evaluate and develop plans to ensure students are receiving the correct credit recovery courses in order to graduate on time. This includes but is not limited to the Project Success Program and CHAMPS kids.	$399,789.36	$150,850.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.7	**Dual Enrollment Options** Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	No	Partially Implemented	A continued partnership during the 23-24 school year allowing for further development of a Career College Access Pathway to encourage and expand our dual enrollment options for our high school students.	During the 23-24 school year counselors and administration are working to continue the enhancement of the college and career opportunities through this program for our high school students. The commitment to grow this program includes efforts to increase enrollments as well as purchasing textbooks necessary for our students to be successful.	$15,495.74	$5,697.04

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy North Bay	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-467-1667

Goal 1

Goal Description
All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021 the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022 the median percent progress towards Typical Growth in Reading was 83%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021, the median percent progress towards Typical Growth in Math was 86%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	No baseline (2020-2021)	In 2021-2022 the RFEP rate was 20%	In 2022-2023 the RFEP rate was 0%	In January 2024 the RFEP rate is 0%	The desired outcome for 2023-2024 is an RFEP rate of 10%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Professional Development for Academic Achievement** Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	No	Partially Implemented	Professional development in the forms of internal and external trainings as well as summer school have been implemented thus far in the 23-24 school year.	The professional development thus far includes but is not limited to PLC, ELD, SEL, and curriculum based training and development.	$19,081.18	$6,439.73
1.2	**Diagnostic Assessments and MTSS Academic Interventions** Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	No	Partially Implemented	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math. So far this year we have implemented the first of our three diagnostics.	The diagnostic results are reviewed by staff and administration through PLCs and regular meetings. This information is then shared with families and students to help guide instruction. After diagnostic one in the fall of the 23-24 school year there was a 93.5% participation rate for iReady in both math and reading and a 97.3% participation rate on MAP.	$264,443.26	$64,166.90
1.3	**Teacher Collaboration for Academic Achievement**	No	Partially Implemented	PLCs in TK- 12th grade meet bi weekly throughout the school	PLCs set 10-week SMART goals in order to	$324,601.93	$77,342.78

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.			year the teacher leads of the PLCs meet monthly.	determine best strategies and methods to implement best practices. After the first 10-week session, 65.4% of all school SMART goals were met.		
1.4	**Synchronous and Asynchronous Instructional Tools** Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	No	Partially Implemented	Teacher use both Zoom and Class.com to offer high engagement online instructional to their students.	Students attend full class, small group and one on one sessions with their teachers are provided and necessary.	$4,149.86	$2,375.37
1.5	**English Learner Student Achievement** Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	Yes	Partially Implemented	This is an ongoing goal to ensure we are meeting our ELD students needs throughout the entire school year. For the 23-24 school year we have an ELD team at all grade band levels to support our students and increase engagement.	An EL plan has been implemented and is being followed for the 23-24 school year.	$11,325.50	$2,966.67
1.6	**LTEL Support** Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	Yes	Partially Implemented	In the 23-24 school year we are working towards identifying and transitioning Long Term English Learner students towards reclassification.	For the 23-24 school year we have added the position of Coordinator of ELD to our school to monitor our EL and LTEL students at all	$3,856.86	$987.23

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					grade levels and support our EL staff.		
1.7	**Foster and Homeless Academic Achievement** Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.	Yes	Partially Implemented	Ongoing Foster and Homeless supports during the 23-24 school year include but are not limited to various counseling services and interventions, teacher supports and consideration. for modified graduation requirements.	During the 23-24 school year our support for our Foster and Homeless student population continues to adapt based on student need and staff training.	$2,095.07	$892.58

Goal 2

Goal Description
All stakeholder groups will demonstrate active engagement in the school program.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	As of January 2024, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Access to Technology, Internet Connectivity, and a Rigorous Curriculum** Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus. All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	No Yes	Partially Implemented	Continuing through the 23-24 school year All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	Continuing through the 23-24 school year, students in multi student households are provided with a second computer as needed. Additional computers beyond two may be requested and and are subject to superintendent approval.	$306,541.62	$136,968.72
2.2	**Track and Record Daily Student Participation** Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports	No	Partially Implemented	The communication and contact between student and teacher remain at a high level in the 23-24 school year. These contacts include but are not limited to phone calls, in person, and real-time instruction.	As reported for the end of quarter one of the 23-24 school year the contact rate was 98%.	$369,080.87	$68,083.08

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily.						
2.3	**Framework of Tiered Re-engagement Strategies for Students** When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	Yes	Partially Implemented	The escalation and tiered intervention process is ongoing during the 23-24 school year.	Administration and teachers at all grade levels, TK-12th grade, adhere to policies and procedures for re-engagement. These strategies allowed for tiered intervention and opportunities to lessen chronic absenteeism.	$186,190.43	$44,727.87
2.4	**Learning Coach Engagement Support** The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training	No	Partially Implemented	Learning Coach support is an ongoing process through the 23-24 school year in order to help with onboarding, training, and engagement.	This is an ongoing process throughout the 23-24 school year in ensure Learning Coaches, both new and existing, are able to receive	$18,496.62	$3,531.16

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and resources, including additional resources in Spanish.				support as needed. The team is made up of teachers and leadership dedicated to fulfilling this need.		
2.5	**Social Emotional / Mental Health Supports** Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields.	No	Partially Implemented	The Social and Emotional/ Mental Health Wellness is ongoing throughout the 23-24 school year. Staff complete professional development in order to better serve our families and students in this area.	In the 23-24 school year, we have continued with a School Psychologist and Social Worker on staff. School staff has also been involved in trainings and professional development in order to support all students.	$73,242.77	$56,566.24
2.6	**Increasing Diversity and Inclusion** Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	No	Partially Implemented	We are continuing our commitment to DEI in the 23-24 school year though training, professional development, and community outreach. This is an ongoing process.	Our continued work in the 23-24 school year includes professional development, book studies, and community outreach. This also includes the addition of a DEI Specialist on staff.	$183.78	$3,277.50
2.7	**Foster and Homeless Youth Engagement Support** Continue to refine and consistently implement the identification process	Yes	Partially Implemented	This action is ongoing with our students in the 23-24 school year. We will continue having	Our continuing focus on foster and homeless youth during the	$2,211.39	$542.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure 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. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.			foster and homeless youth liaisons at the various grade bands in order to support and identify these students and offer support through various means.	23-24 school year. includes but is not limited to technology, counseling support and staff training.		
2.8	**In-Person and Virtual Engagement and Enrichment** Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	No	Partially Implemented	The in-person and virtual engagement and enrichment activities are ongoing through the 23-24 school year. These opportunities are provided to help enrich the school experience for our students and families.	The continued focus on this action in the 23-24 school year included but is not limited to school festival, graduation related activities, and community outreach events.	$16,500.00	$975.18

Goal 3

Goal Description

All students will graduate with the knowledge and skills needed for college and careers.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021, the average course pass rate was 87.8%	In 2021-2022, the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021, the course pass rates was 72%	In the summer of 2022, the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 63.4%	The 2020-2021 grad rate was 58.8%	The 2021-2022 grad rate was 77.8%	The 2022-2023 grad rate was 64.5%	The desired outcome for the 2023-2024 grad rate is 80%
Increase the percentage of students completing a-g requirements.	In 2019-2020, the percentage of students completing a-g requirements was 26.3%	In 2020-2021, the percentage of students completing a-g requirements was 34.3%	In 2021-2022, the percentage of students completing a-g requirements was 17.14%	In 2022-2023, the percentage of students completing a-g requirements was 26%	The desired outcome for the 2023-2024 school year is 25.43%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College Preparation** Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	No	Partially Implemented	This is a continuing action for the 23-24 school year to ensure students are enrolled in college prep curriculum including a-g, AP and honors coursework.	The 23-24 school year counseling team are continuing their work towards analysis of a-g course completion data and developing ways to to increase overall student performance. This includes but is not limited to dedicated counseling efforts working	$50,376.26	$12,944.03

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					directly on CCI and student growth in this area.		
3.2	**Career Preparation (CTE)** Develop and implement formal Career Technical Education Pathways.	Yes	Partially Implemented	This is an ongoing action for the 23-24 school year toward the continued implementation of CTE Pathway.	The implementation of this action includes but is not limited to CTE program development, student software and job shadowing.	$2,453.55	$2,057.47
3.3	**AVID Program Implementation** Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	Yes	Partially Implemented	The 23-24 school continues to serve AVID students in our virtual setting allowing for strategies and college readiness support to be provided to our at risk student populations.	This action includes but is not limited to AVID training and tutoring hours as well as district level costs to provide this service for our students.	$638.60	$400.43
3.4	**Credit Recovery and Summer Intervention** Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8.	Yes	Partially Implemented	Continuing our efforts in the 23-24 school year to have a robust credit program, Project Success, as well as continue our in house summer school program to ensure we are meeting the needs of our credit deficient students. For example, in the first quarter of the 23-24 school year Project Success, our credit recovery program, had it highest ever quarter one pass rate of 95.2%	During the 23-24 school year we are continuing to offer credit recovery courses and program to our credit deficient students with added support and contact between the student, family and teacher. We will also be continuing our in-house	$47,976.89	$11,257.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					summer school program with a robust catalogue of courses to meet our students needs.		
3.5	**Transition Plans** 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.	No	Partially Implemented	Transition plans for all high school Special Education are continuing to be monitored throughout the 23-24 school year but our dedicated Special Education teachers, leadership team and administration.	This action is in progress for the 23-24 school year as the Special Education team develop plans to help continue the focus on monitoring the transition plans for our Special Education high school students.	$15,583.19	$3,967.98
3.6	**Graduation Rate Progress Monitoring** Implement an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	No	Partially Implemented	This is a continual action through out the 23-24 school year as the teaching staff, counselors and administration work to monitor the individual student needs so the appropriate support can be given to ensure students are graduating on time.	As this is an ongoing action, teachers, counselors and administration evaluate and develop plans to ensure students are receiving the correct credit recovery courses in order to graduate on time. This includes but is not limited to the Project Success Program and CHAMPS kids.	$59,968.40	$14,366.72

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.7	**Dual Enrollment Options** Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	No	Partially Implemented	A continued partnership during the 23-24 school year allowing for further development of a Career College Access Pathway to encourage and expand our dual enrollment options for our high school students.	During the 23-24 school year counselors and administration are working to continue the enhancement of the college and career opportunities through this program for our high school students. The commitment to grow this program includes efforts to increase enrollments as well as purchasing textbooks necessary for our students to be successful.	$2,324.36	$542.58

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Southern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

Goal 1

Goal Description
All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021, the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021 the median percent progress towards Typical Growth in Math was 86%	In 2021-2022 the median percent progress towards Typical Growth in Math was 79%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024 the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 12.3%	In 2021-2022 the RFEP rate was 8.61%	In 2022-2023 the RFEP rate was 9.24%	In January 2024 the RFEP rate is 3%	The desired outcome for 2023-2024 is an RFEP rate of 18.32%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Professional Development for Academic Achievement** Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	No	Partially Implemented	Professional development in the forms of internal and external trainings as well as summer school have been implemented thus far in the 23-24 school year.	The professional development thus far includes but is not limited to PLC, ELD, SEL, and curriculum based training and development.	$675,667.35	$189,972.06
1.2	**Diagnostic Assessments and MTSS Academic Interventions** Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	No	Partially Implemented	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math. So far this year we have implemented the first of our three diagnostics.	The diagnostic results are reviewed by staff and administration through PLCs and regular meetings. This information is then shared with families and students to help guide instruction. After diagnostic one in the fall of the 23-24 school year there was a 93.5% participation rate for iReady in both math and reading and a 97.3% participation rate on MAP.	$5,377,013.03	$1,892,923.53
1.3	**Teacher Collaboration for Academic Achievement**	No	Partially Implemented	PLCs in TK- 12th grade meet bi weekly throughout the school	PLCs set 10-week SMART goals in order to	$6,654,677.68	$2,281,611.88

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.			year the teacher leads of the PLCs meet monthly.	determine best strategies and methods to implement best practices. After the first 10-week session, 65.4% of all school SMART goals were met.		
1.4	**Synchronous and Asynchronous Instructional Tools** Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	No	Partially Implemented	Teacher use both Zoom and Class.com to offer high engagement online instructional to their students.	Students attend full class, small group and one on one sessions with their teachers are provided and necessary.	$84,380.57	$70,073.53
1.5	**English Learner Student Achievement** Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	Yes	Partially Implemented	This is an ongoing goal to ensure we are meeting our ELD students needs throughout the entire school year. For the 23-24 school year we have an ELD team at all grade band levels to support our students and increase engagement.	An EL plan has been implemented and is being followed for the 23-24 school year.	$230,285.14	$87,516.81
1.6	**LTEL Support** Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	Yes	Partially Implemented	In the 23-24 school year we are working towards identifying and transitioning Long Term English Learner students towards reclassification.	For the 23-24 school year we have added the position of Coordinator of ELD to our school to monitor our EL and LTEL students at all	$78,422.84	$29,123.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					grade levels and support our EL staff.		
1.7	**Foster and Homeless Academic Achievement** Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.	Yes	Partially Implemented	Ongoing Foster and Homeless supports during the 23-24 school year include but are not limited to various counseling services and interventions, teacher supports and consideration. for modified graduation requirements.	During the 23-24 school year our support for our Foster and Homeless student population continues to adapt based on student need and staff training.	$42,599.82	$26,330.98

Goal 2

Goal Description
All stakeholder groups will demonstrate active engagement in the school program.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	At the end of quarter 1 of the 23-24 school year, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%.
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%.
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Access to Technology, Internet Connectivity, and a Rigorous Curriculum** Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus. All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	No Yes	Partially Implemented	Continuing through the 23-24 school year All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	Continuing through the 23-24 school year, students in multi student households are provided with a second computer as needed. Additional computers beyond two may be requested and and are subject to superintendent approval.	$9,842,070.94	$4,040,577.26
2.2	**Track and Record Daily Student Participation** Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports	No	Partially Implemented	The communication and contact between student and teacher remain at a high level in the 23-24 school year. These contacts include but are not limited to phone calls, in person, and real-time instruction.	As reported for the end of quarter one of the 23-24 school year the contact rate was 98%.	$8,913,397.86	$2,008,450.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily.						
2.3	**Framework of Tiered Re-engagement Strategies for Students** When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	Yes	Partially Implemented	The escalation and tiered intervention process is ongoing during the 23-24 school year.	Administration and teachers at all grade levels, TK-12th grade, adhere to policies and procedures for re-engagement. These strategies allowed for tiered intervention and opportunities to lessen chronic absenteeism.	$3,785,872.05	$1,319,472.30
2.4	**Learning Coach Engagement Support** The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training	Yes	Partially Implemented	Learning Coach support is an ongoing process through the 23-24 school year in order to help with onboarding, training, and engagement.	This is an ongoing process throughout the 23-24 school year in ensure Learning Coaches, both new and existing, are able to receive	$376,097.91	$104,169.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and resources, including additional resources in Spanish.				support as needed. The team is made up of teachers and leadership dedicated to fulfilling this need.		
2.5	**Social Emotional / Mental Health Supports** Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields.	No	Partially Implemented	The Social and Emotional/ Mental Health Wellness is ongoing throughout the 23-24 school year. Staff complete professional development in order to better serve our families and students in this area.	In the 23-24 school year, we have continued with a School Psychologist and Social Worker on staff. School staff has also been involved in trainings and professional development in order to support all students.	$553,979.79	$268,085.03
2.6	**Increasing Diversity and Inclusion** Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	No	Partially Implemented	We are continuing our commitment to DEI in the 23-24 school year though training, professional development, and community outreach. This is an ongoing process.	Our continued work in the 23-24 school year includes professional development, book studies, and community outreach. This also includes the addition of a DEI Specialist on staff.	$553,736.83	$96,686.25
2.7	**Foster and Homeless Youth Engagement Support** Continue to refine and consistently implement the identification process	Yes	Partially Implemented	This action is ongoing with our students in the 23-24 school year. We will continue having	Our continuing focus on foster and homeless youth during the	$44,965.01	$16,005.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure 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. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.			foster and homeless youth liaisons at the various grade bands in order to support and identify these students and offer support through various means.	23-24 school year. includes but is not limited to technology, counseling support and staff training.		
2.8	**In-Person and Virtual Engagement and Enrichment** Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	No	Partially Implemented	The in-person and virtual engagement and enrichment activities are ongoing through the 23-24 school year. These opportunities are provided to help enrich the school experience for our students and families.	The continued focus on this action in the 23-24 school year included but is not limited to school festival, graduation related activities, and community outreach events.	$172,150.00	$28,767.73

Goal 3

Goal Description

All students will graduate with the knowledge and skills needed for college and careers.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021 the average course pass rate was 87.8%	In 2021-2022 the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021 the course pass rates was 72%	In the summer of 2022 the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%.
Increase graduation rates	The 2019-2020 grad rate was 67.2%	The 2020-2021 grad rate was 75.1%	The 2021-2022 grad rate was 86.3%	The 2022-2023 grad rate was 78.4%	The desired outcome for the 2023-2024 grad rate is 87.67%
Increase the percentage of students completing a-g requirements.	In 2019-2020, the percentage of students completing a-g requirements was 17.1%	In 2020-2021, the percentage of students completing a-g requirements was 21.4%	In 2021-2022, the percentage of students completing a-g requirements was 24%	In 2022-2023, the percentage of students completing a-g requirements was 37%	The desired outcome for the 2023-2024 school year is 31.6%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College Preparation** Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	No	Partially Implemented	This is a continuing action for the 23-24 school year to ensure students are enrolled in college prep curriculum including a-g, AP and honors coursework.	The 23-24 school year counseling team are continuing their work towards analysis of a-g course completion data and developing ways to to increase overall student performance. This includes but is not limited to dedicated counseling efforts working	$1,024,317.44	$381,848.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					directly on CCI and student growth in this area.		
3.2	**Career Preparation (CTE)** Develop and implement formal Career Technical Education Pathways.	Yes	Partially Implemented	This is an ongoing action for the 23-24 school year toward the continued implementation of CTE Pathway.	The implementation of this action includes but is not limited to CTE program development, student software and job shadowing.	$128,916.85	$60,695.37
3.3	**AVID Program Implementation** Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	Yes	Partially Implemented	The 23-24 school continues to serve AVID students in our virtual setting allowing for strategies and college readiness support to be provided to our at risk student populations.	This action includes but is not limited to AVID training and tutoring hours as well as district level costs to provide this service for our students.	$12,984.77	$11,812.69
3.4	**Credit Recovery and Summer Intervention** Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8.	Yes	Partially Implemented	Continuing our efforts in the 23-24 school year to have a robust credit program, Project Success, as well as continue our in house summer school program to ensure we are meeting the needs of our credit deficient students. For example, in the first quarter of the 23-24 school year Project Success, our credit recovery program, had it highest ever quarter one pass rate of 95.2%	During the 23-24 school year we are continuing to offer credit recovery courses and program to our credit deficient students with added support and contact between the student, family and teacher. We will also be continuing our in-house	$976,860.39	$332,109.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					summer school program with a robust catalogue of courses to meet our students needs.		
3.5	**Transition Plans** 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.	No	Partially Implemented	Transition plans for all high school Special Education are continuing to be monitored throughout the 23-24 school year but our dedicated Special Education teachers, leadership team and administration.	This action is in progress for the 23-24 school year as the Special Education team develop plans to help continue the focus on monitoring the transition plans for our Special Education high school students.	$316,858.24	$117,055.40
3.6	**Graduation Rate Progress Monitoring** Implement an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	No	Partially Implemented	This is a continual action through out the 23-24 school year as the teaching staff, counselors and administration work to monitor the individual student needs so the appropriate support can be given to ensure students are graduating on time.	As this is an ongoing action, teachers, counselors and administration evaluate and develop plans to ensure students are receiving the correct credit recovery courses in order to graduate on time. This includes but is not limited to the Project Success Program and CHAMPS kids.	$1,219,357.53	$423,818.12

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.7	**Dual Enrollment Options** Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	No	Partially Implemented	A continued partnership during the 23-24 school year allowing for further development of a Career College Access Pathway to encourage and expand our dual enrollment options for our high school students.	During the 23-24 school year counselors and administration are working to continue the enhancement of the college and career opportunities through this program for our high school students. The commitment to grow this program includes efforts to increase enrollments as well as purchasing textbooks necessary for our students to be successful.	$47,262.03	$16,005.98

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures