

# Coversheet

## Approval of 2024-25 School Accountability Report Cards (SARCs) (attached)

**Section:** IV. Consent Items  
**Item:** G. Approval of 2024-25 School Accountability Report Cards (SARCs) (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
SARC BIM - CalOPS (1).pdf  
2025\_School\_Accountability\_Report\_Card\_California\_Connections\_Academy\_Central\_Coast\_20251202.pdf  
2025\_School\_Accountability\_Report\_Card\_California\_Connections\_Academy\_Central\_Valley\_20251202.pdf  
2025\_School\_Accountability\_Report\_Card\_California\_Connections\_Academy\_Northern\_California\_20251202.pdf  
2025\_School\_Accountability\_Report\_Card\_California\_Connections\_Academy\_North\_Bay\_20251202.pdf  
2025\_School\_Accountability\_Report\_Card\_California\_Connections\_Academy\_Monterey\_Bay\_20251202.pdf  
2025\_School\_Accountability\_Report\_Card\_California\_Connections\_Academy\_Southern\_California\_20251202.pdf  
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## Board Information Memo

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**SUBJECT: School Accountability Report Card**

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**Category** (Contract Approval, Policy, Personnel, General Approval. etc.): General

**Date:** 12/9/25

**Reason for Board Consideration** (Fiscal Policy, State Requirement, etc.): State Requirement

**Decision Type** (Action Item, Information Only, etc.): Consent

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### **Background (Brief Summary of Background Information):**

The School Accountability Report Card (SARC) is an annual report that provides information to the community to allow public comparison of schools for student achievement, environment, resources & demographics. Per the CDE, this report must be brought to the board on or before February 1, 2025.

To comply with the state-mandated February 1, 2026, deadline for SARC approval—and because the Board does not meet in January—we are bringing the SARC forward for approval at the December 9 meeting. While some required data from the California Department of Education is still pending and is not expected to be released until later in December, presenting the report now ensures we remain in compliance with state guidelines. The SARC will be updated and finalized once the remaining CDE data is released.

### **Rationale (Why is this important and why is this coming to the Board):**

The SARC provides background information about the school and its students. The profile summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

This document is prepared and shared with our school partners through the School Advisory Committee, our school website, and in writing if requested.

### **Evidence of Due Diligence:**

The SARC is an annual compliance document. The process for updating the SARC is defined by the CDE and is followed strictly each year.



**California Online  
Public Schools**

**Fiscal Impact:** N/A

**Potential Conflicts of Interest:** N/A

**Recommendation/Board Action (if applicable):** Approval

**Prepared/Recommended/Approved By:** Leslie Dombek

# California Online Public Schools Central Coast

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



# California Online Public Schools

## 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.



## 2025-26 School Contact Information

<b>School Name</b>	California Online Public Schools Central Coast
<b>Street</b>	2300 Highway 166
<b>City, State, Zip</b>	New Cuyama, CA 93254
<b>Phone Number</b>	949-461-1667
<b>Principal</b>	Dr. Richard Savage, Superintendent
<b>Email Address</b>	superintendent@californiaops.org
<b>School Website</b>	<a href="https://californiaops.org/">https://californiaops.org/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	42-75010-0138891

## 2025-26 District Contact Information

<b>District Name</b>	California Online Public Schools Central Coast
<b>Phone Number</b>	Alfonso Gamino
<b>Superintendent</b>	(661) 766-2293
<b>Email Address</b>	agamino@cuyamaunified.org
<b>District Website</b>	<a href="https://cuyamaunified.org/">https://cuyamaunified.org/</a>

## 2025-26 School Description and Mission Statement

California Online Public Schools Central Coast, formerly California Connections Academy Central Coast, was authorized on September 13, 2018, by Cuyama Joint Unified School District (CJUSD). Effective July 1, 2024, the school name change was approved. California Online Public Schools (CalOPS) began serving students on September 3, 2019 and serves students in Santa Barbara, San Luis Obispo, and Ventura Counties.

The mission of California Online Public Schools is to foster compassionate global citizens using empathy, the highest educational standards, and cutting-edge resources to maximize student potential. 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools Board approves the online school platform, curriculum, and other services necessary for student success. Parents pay no tuition for their students to attend California Online Public Schools. Students are considered to be enrolled in a full-time public school. California Online Public Schools Central Coast provides access to ebooks and other instructional materials and equipment.. Students are expected to take all state-mandated standardized tests.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	2
Kindergarten	1
Grade 1	3
Grade 2	6
Grade 3	2
Grade 4	10
Grade 5	6
Grade 6	6
Grade 7	6
Grade 8	7
Grade 9	13
Grade 10	9
Grade 11	18
Grade 12	16
Total Enrollment	105

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	33.6
Male	39.9
American Indian or Alaska Native	1.4
Asian	0.7
Black or African American	0.7
Hispanic or Latino	26.6
Two or More Races	8.4
White	35.7
English Learners	0.7
Foster Youth	0.7
Homeless	4.2
Socioeconomically Disadvantaged	35.7
Students with Disabilities	9.1

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.5	90.91	8.1	69.53	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.1	6.06	2.7	23.18	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	2.42	0.8	7.21	15831.9	5.67
<b>Total Teaching Positions</b>	1.6	100	11.6	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.3	86.87	8.3	66.53	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0.1	1.51	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.1	8.13	3.5	28.07	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	4.38	0.4	3.73	14303.8	5.15
<b>Total Teaching Positions</b>	1.6	100	12.6	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0.1	
Total Out-of-Field Teachers	0.10	0.1	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		7/2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0
<b>Mathematics</b>	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 and instructional material selections annually. The adopted 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	0

	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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	
<b>Science</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0
<b>History-Social Science</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-	0



	quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	
<b>Foreign Language</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	0
<b>Health</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	0



<b>Visual and Performing Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0
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Note: Cells with N/A values do not require data.

## 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.

<b>Year and month of the most recent FIT report</b>				N/A
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b> 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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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						
<p>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.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.</p>						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	49	40	39	47	48
Mathematics (grades 3-8 and 11)	11	26	15	18	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	81	68	83.95	16.05	48.53
Female	39	30	76.92	23.08	50.00
Male	41	37	90.24	9.76	48.65
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	26	78.79	21.21	38.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	31	88.57	11.43	58.06
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	35	76.09	23.91	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	12	75.00	25.00	0.00

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	81	69	85.19	14.81	26.09
Female	39	31	79.49	20.51	22.58
Male	41	37	90.24	9.76	29.73
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	27	81.82	18.18	14.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	31	88.57	11.43	35.48
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	35	76.09	23.91	22.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	12	75.00	25.00	0.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.71	43.4	14.29	17.5	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	54	85.71	14.29	42.59
Female	28	22	78.57	21.43	45.45
Male	34	31	91.18	8.82	41.94
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	26	21	80.77	19.23	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	29	90.63	9.37	44.83
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	21	77.78	22.22	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	0.00

2024-25 Career Technical Education Programs

California Online Public Schools Central Coast 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 counselling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Online Public Schools are as follows:

- Agriscience Foundations A
- Agriscience Foundations B
- Applied Medical Terminology A
- Applied Medical Terminology B
- College and Career Preparation A
- College and Career Preparation B
- Computer Applications A
- Computer Applications B
- Computing for College and Careers A
- Computing for College and Careers B
- Criminal Justice Operations A
- Criminal Justice Operations B
- Culinary Arts 1 A

2024-25 Career Technical Education Programs

Culinary Arts 1 B
Early Childhood Education A
Early Childhood Education B
Entrepreneurship A
Entrepreneurship B
Game Design in Unity A
Game Design in Unity B
Health Science A
Health Science B
Introduction to Fashion Design
Introduction to Computer Science in JavaScript A
Introduction to Computer Science in JavaScript B
Introduction to Hospitality and Tourism A
Introduction to Hospitality and Tourism B
Introduction to Social Media
Marketing, Advertising, and Sales
Principles of Business, Marketing and Finance A
Principles of Business, Marketing and Finance B
Principles of Law, Public Safety, Corrections, and Security A
Principles of Law, Public Safety, Corrections, and Security B
Python Programming A
Python Programming B
Theatre, Cinema, Film Production A
Theatre, Cinema, Film Production B
Web Design A
Web Design B
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	75%	83.33%	83.33%	75%	83.33%
Grade 9	90%	90%	90%	90%	90%

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.

2025-26 Opportunities for Parental Involvement
<p>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.</p> <p>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. Parents also have the opportunity to participate in the school’s ELAC meetings, which help guide our ELD program. In addition, parents and caretakers can attend virtual coffee talks with grade-level principals and are invited to be a part of our popular private Facebook page providing opportunities for parents to interact and communicate about a variety of topics.</p> <p>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 throughout the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation. Numerous</p>



**2025-26 Opportunities for Parental Involvement**

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. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	25		0	17.6		8.2	8.9	
Graduation Rate	--	75		100	82.4		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://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			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.6%	0%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0%	0%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. California Online Public Schools 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 was board approved on June 10, 2025. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, opioid overdose response protocol, 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.

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			
1	23			
2	23			
3	23			
4	23			
5	23			
6	23			

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	22			
K	22			
1	22			
2	22			
3	22			
4	22			
5	22			
6	22			
Other	0			

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	19			
K	19			
1	19			
2	19			
3	19			
4	19			
5	19			
6	19			

## 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	23			
Mathematics	23			
Science	23			
Social Science	23			

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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			
Mathematics	22			
Science	22			
Social Science	22			

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19			
Mathematics	19			
Science	19			
Social Science	19			

## 2024-25 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	156

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.48
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.08
Social Worker	.02
Nurse	0
Speech/Language/Hearing Specialist	.04
Resource Specialist (non-teaching)	0
Other	0

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$13,606.23	\$1,138.31	\$12,467.91	\$80,461.96
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	14.6	2.2

## Fiscal Year 2024-25 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), and Career/Technical Education courses including a CTE Pathway.



## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		\$54,773
Mid-Range Teacher Salary		\$78,981
Highest Teacher Salary		\$117,337
Average Principal Salary (Elementary)		\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)		\$138,809
Superintendent Salary		\$176,162
Percent of Budget for Teacher Salaries	22.44%	24.71%
Percent of Budget for Administrative Salaries	5.28%	5.91%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	
-----------------------------------	--

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

## 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 Online Public Schools Central Coast teachers and staff:

1. LMS Orientation Courses
- LMS Orientation Course: All teachers complete a self-guided orientation course. This course is delivered through the LMS online tutorials, sample lessons, and navigation tools. This course covers “the basics” staff need to know to effectively do their job. This includes effectively grading and providing meaningful feedback, monitoring progress, monitoring attendance, and effectively gauging school engagement. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course with an overall score of 80% or higher.
- .
2. California Online Public Schools Vector Trainings:
- Staff are required to complete a series of training and assessments within the first 30 days of the school year or as deemed appropriate by Ed Code. These trainings include assessments that must meet a passing mark of 80% or better.
3. Curriculum Training and Professional Development:
- Teachers receive training and professional development on their grade level appropriate adopted curriculum. These sessions are staggered throughout the school year and designed to help our teachers better serve their students and families in the online environment.
4. Mini Trainings:
- Staff attend training that directly relates to their current positions and job duties. These trains occur at a minimum monthly and are focused on their specific job duties as they relate to our school goals and student and family service. These training sessions are recorded so staff can review them as necessary.
5. Additional Training and Professional Development:
- Designated times throughout the school year, as deemed by the administration, staff are required to attend training that aligns with the school year cycle. These trainings include but are not limited to topics such as attendance tracking, communication, State Testing and Interim Assessments, etc.
6. University Online Instruction Courses:
- CaliforniaOnline Public Schools 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).
7. Teacher Support During Implementation
- California Online Public Schools 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

# California Online Public Schools Central Valley

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



# California Online Public Schools

## 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.

## 2025-26 School Contact Information

<b>School Name</b>	California Online Public Schools Central Valley
<b>Street</b>	5313 Road 39
<b>City, State, Zip</b>	Alpaugh, Ca, 93201-0009
<b>Phone Number</b>	209-253-1208
<b>Principal</b>	Dr. Richard Savage, Superintendent
<b>Email Address</b>	superintendent@californiaops.org
<b>School Website</b>	<a href="https://californiaops.org/">https://californiaops.org/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	54 718030112458

## 2025-26 District Contact Information

<b>District Name</b>	California Online Public Schools Central Valley
<b>Phone Number</b>	(559) 949-8413
<b>Superintendent</b>	Mr. Troy Hayes
<b>Email Address</b>	thayes@alpaughusd.org
<b>District Website</b>	<a href="https://www.alpaughusd.org/">https://www.alpaughusd.org/</a>

## 2025-26 School Description and Mission Statement

California Online Public Schools Central Valley, formerly California Connections Academy Central Valley, was authorized in May of 2006 by Alpaugh Unified School District (AUSD). Effective July 1, 2024, the school name change was approved. California Online Public Schools (CalOPS) began serving students on September 5, 2006 and serves students in Fresno, Inyo, Kern, Kings, and Tulare Counties.

The mission of California Online Public Schools is to foster compassionate global citizens using empathy, the highest educational standards, and cutting-edge resources to maximize student potential. 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools Board approves the online school platform, curriculum, and other services necessary for student success. Parents pay no tuition for their students to attend California Online Public Schools. Students are considered to be enrolled in a full-time public school. California Online Public Schools Central Valley provides access to ebooks and other instructional materials and equipment.. Students are expected to take all state-mandated standardized tests.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	10
Kindergarten	23
Grade 1	30
Grade 2	45
Grade 3	35
Grade 4	43
Grade 5	33
Grade 6	36
Grade 7	55
Grade 8	81
Grade 9	63
Grade 10	78
Grade 11	86
Grade 12	111
Total Enrollment	729

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	41.3
Male	42.3
Non-Binary	0.5
American Indian or Alaska Native	0.7
Asian	1.4
Black or African American	4.2
Hispanic or Latino	38.9
Two or More Races	9.2
White	29.8
English Learners	5.7
Foster Youth	0.2
Homeless	3.9
Socioeconomically Disadvantaged	58.6
Students with Disabilities	18

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.7	89.17	29.5	80.44	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	2.72	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	2.5	6.8	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.3	7.09	2.2	6.01	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.6	3.68	1.4	4.03	15831.9	5.67
<b>Total Teaching Positions</b>	18.7	100	36.7	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.9	88.54	27.8	81.31	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.9	5.8	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1	2.92	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.3	8.35	2.5	7.55	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.4	3.04	0.8	2.36	14303.8	5.15
<b>Total Teaching Positions</b>	15.8	100	34.3	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0	
Local Assignment Options	1.00	1.2	
Total Out-of-Field Teachers	1.30	1.3	



## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		07/2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0.0 %
<b>Mathematics</b>	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 and instructional material selections annually. The adopted 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	0.0 %

	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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	
<b>Science</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0.0 %
<b>History-Social Science</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-	0.0 %

	quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	
<b>Foreign Language</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	0.0 %
<b>Health</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	0.0 %

<b>Visual and Performing Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>		%

Note: Cells with N/A values do not require data.

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b>				

School Facility Conditions and Planned Improvements				
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate			
Exemplary	Good	Fair	Poor

B. Pupil Outcomes	<p><b>State Priority: Pupil Achievement</b></p> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p><b>Statewide Assessments</b>            (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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> <li><b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li> <li><b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li> <li><b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li> </ol> <p><b>College and Career Ready</b>            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.</p>

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	39	29	33	47	48
<b>Mathematics</b> (grades 3-8 and 11)	15	25	12	20	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>	558	484	86.74	13.26	39.26
<b>Female</b>	286	254	88.81	11.19	43.31
<b>Male</b>	269	227	84.39	15.61	34.80
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	13	92.86	7.14	61.54
<b>Black or African American</b>	30	27	90.00	10.00	33.33
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	278	245	88.13	11.87	36.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	51	40	78.43	21.57	42.50



<b>White</b>	180	155	86.11	13.89	42.58
<b>English Learners</b>	47	38	80.85	19.15	23.68
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	24	23	95.83	4.17	47.83
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	379	329	86.81	13.19	36.78
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	105	88	83.81	16.19	18.18

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	558	492	88.17	11.83	25.41
<b>Female</b>	286	259	90.56	9.44	25.29
<b>Male</b>	269	230	85.50	14.50	25.44
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	13	92.86	7.14	61.54
<b>Black or African American</b>	30	27	90.00	10.00	22.22
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	278	251	90.29	9.71	25.60
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	51	41	80.39	19.61	27.50
<b>White</b>	180	156	86.67	13.33	22.73
<b>English Learners</b>	47	39	82.98	17.02	28.95
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	24	24	100.00	0.00	20.83
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	379	336	88.65	11.35	25.83
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	105	90	85.71	14.29	8.99

### 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	25.93	28.24	6.67	17.91	30.73	32.33



## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	403	349	86.60	13.40	28.53
<b>Female</b>	207	186	89.86	10.14	29.19
<b>Male</b>	192	159	82.81	17.19	27.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	11	91.67	8.33	45.45
<b>Black or African American</b>	24	20	83.33	16.67	30.00
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	184	163	88.59	11.41	26.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	37	30	81.08	18.92	36.67
<b>White</b>	142	121	85.21	14.79	28.93
<b>English Learners</b>	35	27	77.14	22.86	18.52
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	17	94.44	5.56	35.29
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	259	220	84.94	15.06	28.31
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	66	54	81.82	18.18	20.75

## 2024-25 Career Technical Education Programs

California Online Public Schools Central Valley 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 counselling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Online Public Schools are as follows:

Agriscience Foundations A  
 Agriscience Foundations B  
 Applied Medical Terminology A  
 Applied Medical Terminology B  
 College and Career Preparation A  
 College and Career Preparation B  
 Computer Applications A  
 Computer Applications B  
 Computing for College and Careers A  
 Computing for College and Careers B  
 Criminal Justice Operations A  
 Criminal Justice Operations B  
 Culinary Arts 1 A

2024-25 Career Technical Education Programs

Culinary Arts 1 B
Early Childhood Education A
Early Childhood Education B
Entrepreneurship A
Entrepreneurship B
Game Design in Unity A
Game Design in Unity B
Health Science A
Health Science B
Introduction to Fashion Design
Introduction to Computer Science in JavaScript A
Introduction to Computer Science in JavaScript B
Introduction to Hospitality and Tourism A
Introduction to Hospitality and Tourism B
Introduction to Social Media
Marketing, Advertising, and Sales
Principles of Business, Marketing and Finance A
Principles of Business, Marketing and Finance B
Principles of Law, Public Safety, Corrections, and Security A
Principles of Law, Public Safety, Corrections, and Security B
Python Programming A
Python Programming B
Theatre, Cinema, Film Production A
Theatre, Cinema, Film Production B
Web Design A
Web Design B
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	76.92%	76.92%	79.49%	79.49%	79.49%
Grade 7	59.15%	63.38%	64.79%	64.79%	64.79%
Grade 9	50.59%	51.76%	51.76%	49.41%	52.94%

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.

2025-26 Opportunities for Parental Involvement
<p>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.</p> <p>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. Parents also have the opportunity to participate in the school’s ELAC meetings, which help guide our ELD program. In addition, parents and caretakers can attend virtual coffee talks with grade-level principals and are invited to be a part of our popular private Facebook page, providing opportunities for parents to interact and communicate about a variety of topics.</p> <p>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 throughout the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation. Numerous</p>

**2025-26 Opportunities for Parental Involvement**

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. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	21.8	30.3		17	22.8		8.2	8.9	
Graduation Rate	77	68.8		81.3	76.5		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://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			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.33%	0.07%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0%	0%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. California Online Public Schools 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 was board approved on June 10, 2025 . The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, opioid overdose response protocol, 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.

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
TK	23			
K	23		0	0
1	23		1	0
2	23		0	0
3	23		1	0
4	23		1	0
5	23		0	0
6	23		2	1
Other	23		0	0



## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	22			
K	22	6	0	0
1	22	3	1	0
2	22	3	1	0
3	22	5	1	0
4	22	7	0	0
5	22	7	1	0
6	22	26	2	1
Other	22	4	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	19			
K	19			
1	19			
2	19			
3	19			
4	19			
5	19			
6	19			
Other	19			

## 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	23			
Mathematics	23			
Science	23			
Social Science	23			

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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			
Mathematics	22			
Science	22			
Social Science	22			

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19			
Mathematics	19			
Science	19			
Social Science	19			

## 2024-25 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	193

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.64
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.44
Social Worker	.11
Nurse	0
Speech/Language/Hearing Specialist	.22
Resource Specialist (non-teaching)	0
Other	0

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,576.60	\$2,092.50	\$12,484.10	\$79,210.90
District	N/A	N/A	N/A	\$76,161
Percent Difference - School Site and District	N/A	N/A		9.8
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	14.7	0.7

## Fiscal Year 2024-25 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), and Career/Technical Education courses including a CTE Pathway.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,655	\$54,773
Mid-Range Teacher Salary	\$80,093	\$78,981
Highest Teacher Salary	\$102,327	\$117,337
Average Principal Salary (Elementary)	\$123,050	\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)		\$138,809
Superintendent Salary	\$178,651	\$176,162
Percent of Budget for Teacher Salaries	22.43%	24.71%
Percent of Budget for Administrative Salaries	3.52%	5.91%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## 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 Online Public Schools Central Valley teachers and staff:

- 1. LMS Orientation Courses  
LMS Orientation Course: All teachers complete a self-guided orientation course. This course is delivered through the LMS online tutorials, sample lessons, and navigation tools. This course covers “the basics” staff need to know to effectively do their job. This includes effectively grading and providing meaningful feedback, monitoring progress, monitoring attendance, and effectively gauging school engagement. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course with an overall score of 80% or higher.
- 2. California Online Public Schools Vector Trainings:  
Staff are required to complete a series of training and assessments within the first 30 days of the school year or as deemed appropriate by Ed Code. These trainings include assessments that must meet a passing mark of 80% or better.
- 3. Curriculum Training and Professional Development:  
Teachers receive training and professional development on their grade level appropriate adopted curriculum. These sessions are staggered throughout the school year and designed to help our teachers better serve their students and families in the online environment.
- 4. Mini Trainings:  
Staff attend training that directly relates to their current positions and job duties. These trains occur at a minimum monthly and are focused on their specific job duties as they relate to our school goals and student and family service. These training sessions are recorded so staff can review them as necessary.
- 5. Additional Training and Professional Development:  
Designated times throughout the school year, as deemed by the administration, staff are required to attend training that aligns with the school year cycle. These trainings include but are not limited to topics such as attendance tracking, communication, State Testing and Interim Assessments, etc.
- 6. University Online Instruction Courses:  
CaliforniaOnline Public Schools 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).
- 7. Teacher Support During Implementation  
California Online Public Schools 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20


California Online Public Schools Northern California

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

<div>SARC Overview</div> <div></div>	<p>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.</p> <ul style="list-style-type: none"><li>- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <a href="https://www.cde.ca.gov/ta/ac/sa/">https://www.cde.ca.gov/ta/ac/sa/</a></li><li>- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <a href="https://www.cde.ca.gov/fg/aa/lc/">https://www.cde.ca.gov/fg/aa/lc/</a></li><li>- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.</li></ul>
<div>DataQuest</div> <div></div>	<p>DataQuest is an online data tool located on the CDE DataQuest web page at <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> 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).</p>
<div>California School Dashboard</div> <div></div>	<p>The California School Dashboard (Dashboard) <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a> 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.</p>
<div>Internet Access</div>	<p>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.</p>

## 2025-26 School Contact Information

<b>School Name</b>	California Online Public Schools Northern California
<b>Street</b>	580 North Wilma Ave., Ste. G
<b>City, State, Zip</b>	Ripon, CA 95366-9514
<b>Phone Number</b>	209-253-1208
<b>Principal</b>	Dr. Richard Savage, Superintendent
<b>Email Address</b>	superintendent@californiaops.org
<b>School Website</b>	<a href="https://californiaops.org/">https://californiaops.org/</a>
<b>Grade Span</b>	TK-12
<b>County-District-School (CDS) Code</b>	39 686500125849

## 2025-26 District Contact Information

<b>District Name</b>	California Online Public Schools Northern California
<b>Phone Number</b>	(209) 599-2131
<b>Superintendent</b>	Mr. Rusty S. Clark
<b>Email Address</b>	nelsumri@riponusd.net
<b>District Website</b>	www.riponusd.net

## 2025-26 School Description and Mission Statement

California Online Public Schools Northern California, formerly California Connections Academy Northern California, was authorized on January 17, 2012, by Ripon Unified School District (RUSD). Effective July 1, 2024, the school name change was approved. California Online Public Schools (CalOPS) began serving students on August 27, 2012, and serves students in Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, and Stanislaus Counties.

The mission of California Online Public Schools is to foster compassionate global citizens using empathy, the highest educational standards, and cutting-edge resources to maximize student potential. 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools Board approves the online school platform, curriculum, and other services necessary for student success. Parents pay no tuition for their students to attend California Online Public Schools. Students are considered to be enrolled in a full-time public school. California Online Public Schools Northern California provides access to ebooks and other instructional materials and equipment. Students are expected to take all state-mandated standardized tests.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	10
Kindergarten	36
Grade 1	67
Grade 2	81
Grade 3	92
Grade 4	71
Grade 5	59
Grade 6	87
Grade 7	109
Grade 8	121
Grade 9	129
Grade 10	183
Grade 11	215
Grade 12	247
Total Enrollment	1,507



2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42
Male	39.3
Non-Binary	0.8
American Indian or Alaska Native	0.6
Asian	6
Black or African American	9.2
Filipino	1.7
Hispanic or Latino	22.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	14.8
White	26.8
English Learners	6.4
Foster Youth	0.2
Homeless	3.4
Socioeconomically Disadvantaged	42.6
Students with Disabilities	13.4

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	46.7	89.82	184.4	87.72	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.2	0.38	5.4	2.59	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.5	1.04	4.7	2.25	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.1	6.09	6.7	3.22	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.3	2.63	8.8	4.2	15831.9	5.67
<b>Total Teaching Positions</b>	52	100	210.2	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	44.7	89.84	180.7	88.07	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	4.5	2.23	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	0.4	6.5	3.2	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.4	6.89	8.8	4.3	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1.4	2.83	4.5	2.2	14303.8	5.15
<b>Total Teaching Positions</b>	49.8	100	205.2	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.50	0.2	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.50	0.2	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.70	0.2	
Local Assignment Options	2.40	3.2	
Total Out-of-Field Teachers	3.10	3.4	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1	0.4	0.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		7/2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0
<b>Mathematics</b>	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 and instructional material selections annually. The adopted curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards, and Next Generation Science Standards, as adopted	0

	<p>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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’</p>	
<b>Science</b>	<p>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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’</p>	0
<b>History-Social Science</b>	<p>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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers,</p>	0

	including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	
<b>Foreign Language</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	0
<b>Health</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and	0

	students to interact with one another in real-time in a 'virtual classroom.'	
<b>Visual and Performing Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements				
<p>The school facility is located in a business park in Ripon, CA. Recent upgrades were made to office and storage space that did not affect the school's day to day processes or procedures.</p> <p>While teachers work from home, some administrators and the majority of the support staff split their time between the school office and the home office. Students do their school day entirely from home. It is expected that the office facility will meet the school's needs for several years. The school facility is in good condition.</p>				
Year and month of the most recent FIT report			11/2025	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			



School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	41	54	55	47	48
<b>Mathematics</b> (grades 3-8 and 11)	20	31	41	45	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>	939	833	88.71	11.29	40.99
<b>Female</b>	510	452	88.63	11.37	42.26
<b>Male</b>	423	376	88.89	11.11	38.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	75	65	86.67	13.33	49.23
<b>Black or African American</b>	117	103	88.03	11.97	36.89
<b>Filipino</b>	24	22	91.67	8.33	36.36
<b>Hispanic or Latino</b>	254	225	88.58	11.42	37.95
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	150	135	90.00	10.00	44.44

<b>White</b>	306	274	89.54	10.46	42.70
<b>English Learners</b>	68	50	73.53	26.47	6.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	42	35	83.33	16.67	25.71
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	514	438	85.21	14.79	31.28
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	175	149	85.14	14.86	18.24

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	941	833	88.52	11.48	31.40
<b>Female</b>	510	454	89.02	10.98	28.98
<b>Male</b>	425	374	88.00	12.00	33.69
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	75	65	86.67	13.33	55.38
<b>Black or African American</b>	117	103	88.03	11.97	24.27
<b>Filipino</b>	24	22	91.67	8.33	36.36
<b>Hispanic or Latino</b>	256	224	87.50	12.50	28.05
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	150	136	90.67	9.33	31.62
<b>White</b>	306	274	89.54	10.46	31.25
<b>English Learners</b>	68	49	72.06	27.94	14.29
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	42	36	85.71	14.29	19.44
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	515	439	85.24	14.76	27.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	175	147	84.00	16.00	18.49

### 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	26.57	32.39	45.95	44.01	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	777	680	87.52	12.48	32.21
Female	418	358	85.65	14.35	30.17
Male	347	311	89.63	10.37	33.44
American Indian or Alaska Native	--	--	--	--	--
Asian	56	46	82.14	17.86	45.65
Black or African American	79	70	88.61	11.39	27.14
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	213	183	85.92	14.08	26.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	119	106	89.08	10.92	30.19
White	284	254	89.44	10.56	36.61
English Learners	63	51	80.95	19.05	5.88
Foster Youth	--	--	--	--	--
Homeless	29	23	79.31	20.69	26.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	416	349	83.89	16.11	25.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	130	110	84.62	15.38	16.36

## 2024-25 Career Technical Education Programs

California Online Public Schools Northern California 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 counselling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Online Public Schools are as follows:

Agriscience Foundations A  
 Agriscience Foundations B  
 Applied Medical Terminology A  
 Applied Medical Terminology B  
 College and Career Preparation A  
 College and Career Preparation B  
 Computer Applications A  
 Computer Applications B  
 Computing for College and Careers A  
 Computing for College and Careers B  
 Criminal Justice Operations A  
 Criminal Justice Operations B  
 Culinary Arts 1 A

2024-25 Career Technical Education Programs

Culinary Arts 1 B  
Early Childhood Education A  
Early Childhood Education B  
Entrepreneurship A  
Entrepreneurship B  
Game Design in Unity A  
Game Design in Unity B  
Health Science A  
Health Science B  
Introduction to Fashion Design  
Introduction to Computer Science in JavaScript A  
Introduction to Computer Science in JavaScript B  
Introduction to Hospitality and Tourism A  
Introduction to Hospitality and Tourism B  
Introduction to Social Media  
Marketing, Advertising, and Sales  
Principles of Business, Marketing and Finance A  
Principles of Business, Marketing and Finance B  
Principles of Law, Public Safety, Corrections, and Security A  
Principles of Law, Public Safety, Corrections, and Security B  
Python Programming A  
Python Programming B  
Theatre, Cinema, Film Production A  
Theatre, Cinema, Film Production B  
Web Design A  
Web Design B  
AP Computer Science A A  
AP Computer Science A B  
AP Computer Science Principles A  
AP Computer Science Principles B

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	59%	69%	69%	64%	71%
Grade 7	67.67%	72.18%	74.44%	69.92%	75.19%
Grade 9	50%	51.47%	51.96%	49.51%	51.96%

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.

2025-26 Opportunities for Parental Involvement
<p>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.</p> <p>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. Parents also have the opportunity to participate in the school’s ELAC meetings, which help guide our ELD program. In addition, parents and caretakers can attend virtual coffee talks with grade-level principals and are invited to be a part of our popular private Facebook page, providing opportunities for parents to interact and communicate about a variety of topics.</p> <p>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 throughout the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation. Numerous</p>

**2025-26 Opportunities for Parental Involvement**

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. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	26.2	23		12.9	12.6		8.2	8.9	
Graduation Rate	72.5	75.9		86.1	86.4		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 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 <a href="http://www.cde.ca.gov/ds/ad/acgrinfo.asp">www.cde.ca.gov/ds/ad/acgrinfo.asp</a> .			
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			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		1.71%	1.06%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.09%	0%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. California Online Public Schools 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 was board-approved on June 10, 2025. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, opioid overdose response protocol, 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.

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
TK	23			
K	23			
1	23			
2	23			
3	23			
4	23			
5	23			
6	23			

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	22			
K	22			
1	22			
2	22			
3	22			
4	22			
5	22			
6	22			

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	19			
K	19			
1	19			
2	19			
3	19			
4	19			
5	19			
6	19			
Other	19			

## 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	23			
Mathematics	23			
Science	23			
Social Science	23			

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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			
Mathematics	22			
Science	22			
Social Science	22			

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19			
Mathematics	19			
Science	19			
Social Science	19			

## 2024-25 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	207

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.28
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.88
Social Worker	.22
Nurse	0
Speech/Language/Hearing Specialist	.44
Resource Specialist (non-teaching)	0
Other	0

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,589.44	\$1702.54	\$12,886.90	\$86,187.07
District	N/A	N/A	N/A	\$83,858
Percent Difference - School Site and District	N/A	N/A		8.7
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	17.9	-1.7

## Fiscal Year 2024-25 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), and Career/Technical Education courses including a CTE Pathway.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$56,000	\$57,978
Mid-Range Teacher Salary	\$81,250	\$89,612
Highest Teacher Salary	\$110,709	\$117,194
Average Principal Salary (Elementary)	\$151,459	\$143,632
Average Principal Salary (Middle)		\$149,447
Average Principal Salary (High)	\$153,893	\$162,334
Superintendent Salary	\$240,000	\$234,076
Percent of Budget for Teacher Salaries	29.17%	27.81%
Percent of Budget for Administrative Salaries	4.74%	5.47%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## 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 Online Public Schools Northern California teachers and staff:

1. LMS Orientation Courses
- LMS Orientation Course: All teachers complete a self-guided orientation course. This course is delivered through the LMS online tutorials, sample lessons, and navigation tools. This course covers “the basics” staff need to know to effectively do their job. This includes effectively grading and providing meaningful feedback, monitoring progress, monitoring attendance, and effectively gauging school engagement. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course with an overall score of 80% or higher.
- .
2. California Online Public Schools Vector Trainings:
- Staff are required to complete a series of training and assessments within the first 30 days of the school year or as deemed appropriate by Ed Code. These trainings include assessments that must meet a passing mark of 80% or better.
3. Curriculum Training and Professional Development:
- Teachers receive training and professional development on their grade level appropriate adopted curriculum. These sessions are staggered throughout the school year and designed to help our teachers better serve their students and families in the online environment.
4. Mini Trainings:
- Staff attend training that directly relates to their current positions and job duties. These trainings occur at a minimum monthly and are focused on their specific job duties as they relate to our school goals and student and family service. These training sessions are recorded so staff can review them as necessary.
5. Additional Training and Professional Development:
- Designated times throughout the school year, as deemed by the administration, staff are required to attend training that aligns with the school year cycle. These trainings include but are not limited to topics such as attendance tracking, communication, State Testing and Interim Assessments, etc.
6. University Online Instruction Courses:
- CaliforniaOnline Public Schools 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).
7. Teacher Support During Implementation
- California Online Public Schools 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20



# California Online Public Schools North Bay

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



# California Online Public Schools

## 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.

## 2025-26 School Contact Information

<b>School Name</b>	California Online Public Schools North Bay
<b>Street</b>	20932 Big Canyon Rd.
<b>City, State, Zip</b>	Middletown, CA 95461
<b>Phone Number</b>	209-253-1208
<b>Principal</b>	Dr. Richard Savage, Superintendent
<b>Email Address</b>	superintendent@californiaops.org
<b>School Website</b>	<a href="https://californiaops.org/">https://californiaops.org/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	17 640550129601

## 2025-26 District Contact Information

<b>District Name</b>	California Online Public Schools North Bay
<b>Phone Number</b>	(707) 987-4100
<b>Superintendent</b>	Jeff Crane
<b>Email Address</b>	jeff.crane@middletownusd.org
<b>District Website</b>	<a href="http://www.middletownusd.org">www.middletownusd.org</a>

## 2025-26 School Description and Mission Statement

California Online Public Schools North Bay, formerly California Connections Academy North Bay, was authorized on January 15, 2014, by Middletown Unified School District (MUSD). Effective July 1, 2024, the school name change was approved. California Online Public Schools (CalOPS) began serving students on September 2, 2014, and serves students in Colusa, Glenn, Lake, Mendocino, Napa, Sonoma, and Yolo Counties.

The mission of California Online Public Schools is to foster compassionate global citizens using empathy, the highest educational standards, and cutting-edge resources to maximize student potential. 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools Board approves the online school platform, curriculum, and other services necessary for student success. Parents pay no tuition for their students to attend California Online Public Schools. Students are considered to be enrolled in a full-time public school. California Online Public Schools North Bay provides access to ebooks and other instructional materials and equipment. Students are expected to take all state-mandated standardized tests.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 1	9
Grade 2	4
Grade 3	6
Grade 4	6
Grade 5	5
Grade 6	8
Grade 7	12
Grade 8	13
Grade 9	9
Grade 10	20
Grade 11	28
Grade 12	21
Total Enrollment	144

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44
Male	39.3
Non-Binary	2.4
American Indian or Alaska Native	0.6
Asian	1.8
Black or African American	4.2
Filipino	1.8
Hispanic or Latino	28.6
Two or More Races	9.5
White	39.3
English Learners	2.4
Homeless	6.5
Socioeconomically Disadvantaged	50
Students with Disabilities	16.1

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.3	89.04	53	68.44	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	2.7	3.55	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	11	14.23	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	6.15	0.8	1.1	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.1	4.55	9.8	12.66	15831.9	5.67
<b>Total Teaching Positions</b>	3.7	100	77.5	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.7	84.57	57.9	73.98	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	4.1	5.32	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	12.6	16.19	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.3	10.19	0.3	0.42	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.1	4.94	3.1	4.06	14303.8	5.15
<b>Total Teaching Positions</b>	3.2	100	78.3	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.20	0.3	
Total Out-of-Field Teachers	0.20	0.3	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		7/2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0
<b>Mathematics</b>	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 and instructional material selections annually. The adopted curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards, and Next Generation Science Standards, as adopted	0



	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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	
<b>Science</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0
<b>History-Social Science</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers,	0



	including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	
<b>Foreign Language</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	0
<b>Health</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and	0

	students to interact with one another in real-time in a 'virtual classroom.'	
<b>Visual and Performing Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	0

Note: Cells with N/A values do not require data.

## 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**

NA

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b>				

School Facility Conditions and Planned Improvements				
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate			
Exemplary	Good	Fair	Poor

B. Pupil Outcomes	<p><b>State Priority: Pupil Achievement</b></p> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p><b>Statewide Assessments</b>            (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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> <li><b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li> <li><b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li> <li><b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li> </ol> <p><b>College and Career Ready</b>            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.</p>

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	51	42	48	47	48
<b>Mathematics</b> (grades 3-8 and 11)	29	35	31	35	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>	102	90	88.24	11.76	51.11
<b>Female</b>	56	50	89.29	10.71	56.00
<b>Male</b>	43	38	88.37	11.63	44.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	31	25	80.65	19.35	36.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	59	53	89.83	10.17	60.38
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	59	49	83.05	16.95	44.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	13	68.42	31.58	23.08

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	102	91	89.22	10.78	35.16
<b>Female</b>	56	51	91.07	8.93	37.25
<b>Male</b>	43	38	88.37	11.63	31.58
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	31	25	80.65	19.35	36.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	59	54	91.53	8.47	38.89
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	59	49	83.05	16.95	28.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	13	68.42	31.58	15.38

### 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	30	39.44	24.23	29.22	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	82	72	87.80	12.20	38.89
<b>Female</b>	41	38	92.68	7.32	39.47
<b>Male</b>	37	31	83.78	16.22	35.48
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	31	23	74.19	25.81	13.04
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	43	41	95.35	4.65	51.22
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	36	83.72	16.28	38.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	9	64.29	35.71	--

## 2024-25 Career Technical Education Programs

California Online Public Schools North Bay 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 counselling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Online Public Schools are as follows:

Agriscience Foundations A  
 Agriscience Foundations B  
 Applied Medical Terminology A  
 Applied Medical Terminology B  
 College and Career Preparation A  
 College and Career Preparation B  
 Computer Applications A  
 Computer Applications B  
 Computing for College and Careers A  
 Computing for College and Careers B  
 Criminal Justice Operations A  
 Criminal Justice Operations B  
 Culinary Arts 1 A

2024-25 Career Technical Education Programs

Culinary Arts 1 B
Early Childhood Education A
Early Childhood Education B
Entrepreneurship A
Entrepreneurship B
Game Design in Unity A
Game Design in Unity B
Health Science A
Health Science B
Introduction to Fashion Design
Introduction to Computer Science in JavaScript A
Introduction to Computer Science in JavaScript B
Introduction to Hospitality and Tourism A
Introduction to Hospitality and Tourism B
Introduction to Social Media
Marketing, Advertising, and Sales
Principles of Business, Marketing and Finance A
Principles of Business, Marketing and Finance B
Principles of Law, Public Safety, Corrections, and Security A
Principles of Law, Public Safety, Corrections, and Security B
Python Programming A
Python Programming B
Theatre, Cinema, Film Production A
Theatre, Cinema, Film Production B
Web Design A
Web Design B
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	



2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	70.59%	76.47%	76.47%	76.47%	76.47%
Grade 9	47.83%	47.83%	47.83%	47.83%	52.17%

2025-26 Opportunities for Parental Involvement
<p>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.</p> <p>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. Parents also have the opportunity to participate in the school’s ELAC meetings, which help guide our ELD program. In addition, parents and caretakers can attend virtual coffee talks with grade-level principals and are invited to be a part of our popular private Facebook page, providing opportunities for parents to interact and communicate about a variety of topics.</p> <p>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 throughout the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation. Numerous</p>

**2025-26 Opportunities for Parental Involvement**

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. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	32.3	11.4		14.3	9.5		8.2	8.9	
Graduation Rate	64.5	82.9		81	85.8		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://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			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		2.67%	3.64%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.06%	0%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. California Online Public Schools 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 was board approved on June 10, 2025. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, opioid overdose response protocol, 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.

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
TK	23			
K	23			
1	23			
2	23			
3	23			
4	23			
5	23			
6	23			

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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			
1	22			
2	22			
3	22			
4	22			
5	22			
6	22			

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	19			
K	19			
1	19			
2	19			
3	19			
4	19			
5	19			
6	19			
Other	19			

### 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	23			
Mathematics	23			
Science	23			
Social Science	23			

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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			
Mathematics	22			
Science	22			
Social Science	22			

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19			
Mathematics	19			
Science	19			
Social Science	19			

2024-25 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	231



## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.48
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.08
Social Worker	.11
Nurse	0
Speech/Language/Hearing Specialist	.22
Resource Specialist (non-teaching)	0
Other	0

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,634.38	2,219.34	12,415.03	\$79,641.23
District	N/A	N/A	N/A	\$81,379
Percent Difference - School Site and District	N/A	N/A		4.0
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	14.2	1.2

## Fiscal Year 2024-25 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), and Career/Technical Education courses including a CTE Pathway.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,752	\$54,773
Mid-Range Teacher Salary	\$80,172	\$78,981
Highest Teacher Salary	\$95,216	\$117,337
Average Principal Salary (Elementary)	\$122,416	\$128,425
Average Principal Salary (Middle)	\$129,806	\$137,947
Average Principal Salary (High)	\$134,842	\$138,809
Superintendent Salary	\$186,732	\$176,162
Percent of Budget for Teacher Salaries	26.97%	24.71%
Percent of Budget for Administrative Salaries	6.26%	5.91%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## 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 Online Public Schools North Bay teachers and staff:

1. LMS Orientation Courses
- LMS Orientation Course: All teachers complete a self-guided orientation course. This course is delivered through the LMS online tutorials, sample lessons, and navigation tools. This course covers “the basics” staff need to know to effectively do their job. This includes effectively grading and providing meaningful feedback, monitoring progress, monitoring attendance, and effectively gauging school engagement. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course with an overall score of 80% or higher.
- .
2. California Online Public Schools Vector Trainings:
- Staff are required to complete a series of training and assessments within the first 30 days of the school year or as deemed appropriate by Ed Code. These trainings include assessments that must meet a passing mark of 80% or better.
3. Curriculum Training and Professional Development:
- Teachers receive training and professional development on their grade level appropriate adopted curriculum. These sessions are staggered throughout the school year and designed to help our teachers better serve their students and families in the online environment.
4. Mini Trainings:
- Staff attend training that directly relates to their current positions and job duties. These trainings occur at a minimum monthly and are focused on their specific job duties as they relate to our school goals and student and family service. These training sessions are recorded so staff can review them as necessary.
5. Additional Training and Professional Development:
- Designated times throughout the school year, as deemed by the administration, staff are required to attend training that aligns with the school year cycle. These trainings include but are not limited to topics such as attendance tracking, communication, State Testing and Interim Assessments, etc.
6. University Online Instruction Courses:
- CaliforniaOnline Public Schools 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).
7. Teacher Support During Implementation
- California Online Public Schools 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

# California Online Public Schools Monterey Bay

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



# California Online Public Schools

## 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.

## 2025-26 School Contact Information

<b>School Name</b>	California Online Public Schools Monterey Bay
<b>Street</b>	108 Whispering Pines Dr., Ste. 115
<b>City, State, Zip</b>	Scotts Valley, CA 95066
<b>Phone Number</b>	831-200-1006
<b>Principal</b>	Dr. Richard Savage, Superintendent
<b>Email Address</b>	superintendent@californiaops.org
<b>School Website</b>	<a href="https://californiaops.org/">https://californiaops.org/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	44-75432-0139410

## 2025-26 District Contact Information

<b>District Name</b>	California Online Public Schools Monterey Bay
<b>Phone Number</b>	(831) 438-1820
<b>Superintendent</b>	Tanya Krause
<b>Email Address</b>	tkrause@scottsvalleysd.org
<b>District Website</b>	<a href="https://www.scottsvalleysd.org/">https://www.scottsvalleysd.org/</a>

## 2025-26 School Description and Mission Statement

California Online Public Schools Monterey Bay, formerly California Connections Academy Monterey Bay, was authorized on February 26, 2019, by Scotts Valley Unified School District (SVUSD). Effective July 1, 2024, the school name change was approved. California Online Public Schools (CalOPS) began serving students on September 3, 2019, and serves students in Monterey, San Benito, San Mateo, Santa Clara, and Santa Cruz Counties.

The mission of California Online Public Schools is to foster compassionate global citizens using empathy, the highest educational standards, and cutting-edge resources to maximize student potential. 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools Board approves the online school platform, curriculum, and other services necessary for student success. Parents pay no tuition for their students to attend California Online Public Schools. Students are considered to be enrolled in a full-time public school. California Online Public Schools Monterey Bay provides access to ebooks and other instructional materials and equipment. Students are expected to take all state-mandated standardized tests.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	4
Kindergarten	11
Grade 1	18
Grade 2	18
Grade 3	14
Grade 4	19
Grade 5	17
Grade 6	25
Grade 7	35
Grade 8	42
Grade 9	35
Grade 10	43
Grade 11	59
Grade 12	100
Total Enrollment	440

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.3
Male	35.8
Non-Binary	0.9
American Indian or Alaska Native	0.2
Asian	9.5
Black or African American	1.7
Filipino	1.5
Hispanic or Latino	30
Two or More Races	9.7
White	22.3
English Learners	5.5
Homeless	3.1
Socioeconomically Disadvantaged	31.7
Students with Disabilities	14.7

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.8	89.76	101.9	89.72	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.5	3.08	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1.6	1.41	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.8	7.35	4	3.55	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.3	2.81	2.5	2.23	15831.9	5.67
<b>Total Teaching Positions</b>	12.1	100	113.6	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.4	85.91	92	84.86	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.8	3.58	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	5	4.61	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	9.09	1.6	1.48	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.5	4.91	5.9	5.46	14303.8	5.15
<b>Total Teaching Positions</b>	11	100	108.4	100	277698	100

Note: The data in this table is based on 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.



## 2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0	
Local Assignment Options	0.70	0.9	
Total Out-of-Field Teachers	0.80	1	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		07/2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0
<b>Mathematics</b>	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 and instructional material selections annually. The adopted 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	0

	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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	
<b>Science</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0
<b>History-Social Science</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers,	0

	including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	
<b>Foreign Language</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	0
<b>Health</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and	0

	students to interact with one another in real-time in a 'virtual classroom.'	
<b>Visual and Performing Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	0

Note: Cells with N/A values do not require data.

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b>				

School Facility Conditions and Planned Improvements				
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate			
Exemplary	Good	Fair	Poor

B. Pupil Outcomes	<p><b>State Priority: Pupil Achievement</b></p> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p><b>Statewide Assessments</b>            (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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> <li><b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li> <li><b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li> <li><b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li> </ol> <p><b>College and Career Ready</b>            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.</p>

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	49	50	65	66	47	48
<b>Mathematics</b> (grades 3-8 and 11)	34	42	54	55	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>	274	251	91.61	8.39	49.60
<b>Female</b>	134	125	93.28	6.72	50.00
<b>Male</b>	136	123	90.44	9.56	47.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	33	32	96.97	3.03	78.13
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	119	112	94.12	5.88	40.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	36	33	91.67	8.33	57.58



<b>White</b>	75	64	85.33	14.67	51.56
<b>English Learners</b>	24	24	100.00	0.00	8.70
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	126	117	92.86	7.14	37.07
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	54	90.00	10.00	16.98

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	274	256	93.43	6.57	41.90
<b>Female</b>	134	129	96.27	3.73	36.72
<b>Male</b>	136	124	91.18	8.82	46.72
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	33	32	96.97	3.03	61.29
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	119	111	93.28	6.72	32.73
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	36	34	94.44	5.56	55.88
<b>White</b>	75	69	92.00	8.00	41.18
<b>English Learners</b>	24	23	95.83	4.17	13.64
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0



<b>Socioeconomically Disadvantaged</b>	126	122	96.83	3.17	30.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	55	91.67	8.33	22.64

### 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	35.36	32.77	53.17	54.44	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	257	236	91.83	8.17	33.05
<b>Female</b>	132	124	93.94	6.06	31.45
<b>Male</b>	122	110	90.16	9.84	33.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	23	21	91.30	8.70	61.90
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	112	104	92.86	7.14	24.04
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	34	32	94.12	5.88	40.63
<b>White</b>	79	71	89.87	10.13	32.39
<b>English Learners</b>	26	26	100.00	0.00	15.38
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	109	106	97.25	2.75	22.64
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	45	93.75	6.25	17.78

## 2024-25 Career Technical Education Programs

California Online Public Schools Monterey Bay 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 counselling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Online Public Schools are as follows:

Agriscience Foundations A  
 Agriscience Foundations B  
 Applied Medical Terminology A  
 Applied Medical Terminology B  
 College and Career Preparation A  
 College and Career Preparation B  
 Computer Applications A  
 Computer Applications B  
 Computing for College and Careers A  
 Computing for College and Careers B  
 Criminal Justice Operations A  
 Criminal Justice Operations B  
 Culinary Arts 1 A

2024-25 Career Technical Education Programs

Culinary Arts 1 B
Early Childhood Education A
Early Childhood Education B
Entrepreneurship A
Entrepreneurship B
Game Design in Unity A
Game Design in Unity B
Health Science A
Health Science B
Introduction to Fashion Design
Introduction to Computer Science in JavaScript A
Introduction to Computer Science in JavaScript B
Introduction to Hospitality and Tourism A
Introduction to Hospitality and Tourism B
Introduction to Social Media
Marketing, Advertising, and Sales
Principles of Business, Marketing and Finance A
Principles of Business, Marketing and Finance B
Principles of Law, Public Safety, Corrections, and Security A
Principles of Law, Public Safety, Corrections, and Security B
Python Programming A
Python Programming B
Theatre, Cinema, Film Production A
Theatre, Cinema, Film Production B
Web Design A
Web Design B
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	87.5%	87.5%	87.5%	87.5%	87.5%
Grade 7	39.22%	41.18%	41.18%	41.18%	41.18%
Grade 9	41.51%	41.51%	43.40%	43.40%	43.40%

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.

2025-26 Opportunities for Parental Involvement
<p>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.</p> <p>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. Parents also have the opportunity to participate in the school’s ELAC meetings which help guide our ELD program. In addition, parents and caretakers can attend virtual coffee talks with grade-level principals and are invited to be a part of our popular private Facebook page, providing opportunities for parents to interact and communicate about a variety of topics.</p> <p>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 throughout the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation. Numerous</p>

2025-26 Opportunities for Parental Involvement

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. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	24.7	24.3		9.2	10.3		8.2	8.9	
Graduation Rate	71.2	75.7		89.5	88.4		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 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 <a href="http://www.cde.ca.gov/ds/ad/acgrinfo.asp">www.cde.ca.gov/ds/ad/acgrinfo.asp</a> .			
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			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		1.58%	0.97%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0%	0%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



2025-26 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. California Online Public Schools 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 was board approved on June 10, 2025. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, opioid overdose response protocol, 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.

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
TK	23			
K	23			
1	23			
2	23			
3	23			
4	23			
5	23			
6	23			
Other	23			

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	22			
K	22			
1	22			
2	22			
3	22			
4	22			
5	22			
6	22			
Other	22			

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	19			
K	19			
1	19			
2	19			
3	19			
4	19			
5	19			
6	19			
Other	19			

## 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	23			
Mathematics	23			
Science	23			
Social Science	23			

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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			
Mathematics	22			
Science	22			
Social Science	22			

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19			
Mathematics	19			
Science	19			
Social Science	19			

## 2024-25 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	211

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.44
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.24
Social Worker	.06
Nurse	0
Speech/Language/Hearing Specialist	.12
Resource Specialist (non-teaching)	0
Other	0

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,082.37	\$1,614.80	\$12,467.57	\$82,985.70
District	N/A	N/A	N/A	\$76,977
Percent Difference - School Site and District	N/A	N/A		11.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	14.6	-5.5

## Fiscal Year 2024-25 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), and Career/Technical Education courses including a CTE Pathway.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,131	\$57,978
Mid-Range Teacher Salary	\$77,737	\$89,612
Highest Teacher Salary	\$104,192	\$117,194
Average Principal Salary (Elementary)	\$138,915	\$143,632
Average Principal Salary (Middle)	\$140,731	\$149,447
Average Principal Salary (High)	\$142,271	\$162,334
Superintendent Salary	\$291,088	\$234,076
Percent of Budget for Teacher Salaries	25.74%	27.81%
Percent of Budget for Administrative Salaries	6.24%	5.47%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## 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 Online Public Schools Monterey Bay teachers and staff:

1. LMS Orientation Courses
- LMS Orientation Course: All teachers complete a self-guided orientation course. This course is delivered through the LMS online tutorials, sample lessons, and navigation tools. This course covers “the basics” staff need to know to effectively do their job. This includes effectively grading and providing meaningful feedback, monitoring progress, monitoring attendance, and effectively gauging school engagement. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course with an overall score of 80% or higher.
- .
2. California Online Public Schools Vector Trainings:
- Staff are required to complete a series of training and assessments within the first 30 days of the school year or as deemed appropriate by Ed Code. These trainings include assessments that must meet a passing mark of 80% or better.
3. Curriculum Training and Professional Development:
- Teachers receive training and professional development on their grade level appropriate adopted curriculum. These sessions are staggered throughout the school year and designed to help our teachers better serve their students and families in the online environment.
4. Mini Trainings:
- Staff attend training that directly relates to their current positions and job duties. These trains occur at a minimum monthly and are focused on their specific job duties as they relate to our school goals and student and family service. These training sessions are recorded so staff can review them as necessary.
5. Additional Training and Professional Development:
- Designated times throughout the school year, as deemed by the administration, staff are required to attend training that aligns with the school year cycle. These trainings include but are not limited to topics such as attendance tracking, communication, State Testing and Interim Assessments, etc.
6. University Online Instruction Courses:
- CaliforniaOnline Public Schools 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).
7. Teacher Support During Implementation
- California Online Public Schools 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

# California Online Public Schools Southern California

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



# California Online Public Schools

## 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.

## 2025-26 School Contact Information

<b>School Name</b>	California Online Public Schools Southern California
<b>Street</b>	33272 Valle Rd.
<b>City, State, Zip</b>	San Juan Capistrano, CA 92675-4842
<b>Phone Number</b>	(949) 461-1667
<b>Principal</b>	Dr. Richard Savage, Superintendent
<b>Email Address</b>	superintendent@californiaops.org
<b>School Website</b>	<a href="https://californiaops.org/">https://californiaops.org/</a>
<b>Grade Span</b>	TK-12
<b>County-District-School (CDS) Code</b>	30 66464 0106765

## 2025-26 District Contact Information

<b>District Name</b>	California Online Public Schools Southern California
<b>Phone Number</b>	949-234-9200
<b>Superintendent</b>	Dr. Christopher Brown
<b>Email Address</b>	superintendent@capousd.org
<b>District Website</b>	<a href="http://www.capousd.org">www.capousd.org</a>

## 2025-26 School Description and Mission Statement

California Online Public Schools Southern California, formerly California Connections Academy Southern California, was authorized on June 4, 2004, by Capistrano Unified School District (CUSD). Effective July 1, 2024, the school name change was approved. California Online Public Schools (CalOPS) began serving students on September 7, 2004, and serves students in Los Angeles, Orange, Riverside, San Bernardino, and San Diego Counties.

The mission of California Online Public Schools is to foster compassionate global citizens using empathy, the highest educational standards, and cutting-edge resources to maximize student potential. 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools Board approves the online school platform, curriculum, and other services necessary for student success. Parents pay no tuition for their students to attend California Online Public Schools. Students are considered to be enrolled in a full-time public school. California Online Public Schools Southern California provides access to ebooks and other instructional materials and equipment. Students are expected to take all state mandated standardized tests.



2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	34
Kindergarten	92
Grade 1	179
Grade 2	212
Grade 3	212
Grade 4	188
Grade 5	201
Grade 6	219
Grade 7	255
Grade 8	336
Grade 9	315
Grade 10	438
Grade 11	573
Grade 12	680
Total Enrollment	3934

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	49.7
Non-Binary	0.7
American Indian or Alaska Native	0.7
Asian	4.5
Black or African American	10.6
Filipino	37.5
Hispanic or Latino	0.3
Native Hawaiian or Pacific Islander	13.5
Two or More Races	31.2
White	23.6
English Learners	5
Homeless	4.9
Socioeconomically Disadvantaged	54.6
Students with Disabilities	17.8

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	166.2	90.71	2142.7	90.61	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.6	0.34	7.8	0.33	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	53.4	2.26	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	12.7	6.97	28.7	1.22	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	3.6	1.98	132	5.58	15831.9	5.67
<b>Total Teaching Positions</b>	183.2	100	2364.8	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	151.5	89.11	2082.1	91.36	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	7.1	0.31	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.2	0.72	44.2	1.94	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	10	5.89	46.5	2.04	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	7.2	4.27	98.8	4.34	14303.8	5.15
<b>Total Teaching Positions</b>	170.1	100	2278.9	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	1.2	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	1.2	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	2.70	0.6	
Local Assignment Options	9.90	9.4	
Total Out-of-Field Teachers	12.70	10	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.6	0.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		7/2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0.0%
<b>Mathematics</b>	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 and instructional material selections annually. The adopted curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards, and Next Generation Science Standards, as adopted	0.0%

	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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	
<b>Science</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a ‘virtual classroom.’	0.0%
<b>History-Social Science</b>	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 and instructional material selections annually. The adopted 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”	0.0%

	<p>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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'</p>	
<b>Foreign Language</b>	<p>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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'</p>	0.0%
<b>Health</b>	<p>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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-</p>	0.0%

	quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	
<b>Visual and Performing Arts</b>	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Singapore Math, Flexpoint, Edmentum, and Accelerate, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, Delta Math, and Heggerty are available to support students in their educational goals. LiveClass 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, allow teachers and students to interact with one another in real-time in a 'virtual classroom.'	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>		0.0%

Note: Cells with N/A values do not require data.

## 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 the summer of 2014. Recent upgrades were made to the office space as well.

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 several years. The school facility is in good condition.

**Year and month of the most recent FIT report**

11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	43	67	69	47	48
<b>Mathematics</b> (grades 3-8 and 11)	19	33	56	59	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>	2514	2276	90.53	9.47	43.20
<b>Female</b>	1280	1171	91.48	8.52	46.88
<b>Male</b>	1223	1096	89.62	10.38	39.27
<b>American Indian or Alaska Native</b>	15	13	86.67	13.33	53.85
<b>Asian</b>	121	115	95.04	4.96	80.87
<b>Black or African American</b>	343	293	85.42	14.58	32.08
<b>Filipino</b>	46	44	95.65	4.35	59.09
<b>Hispanic or Latino</b>	968	887	91.63	8.37	38.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	304	278	91.45	8.55	45.68

<b>White</b>	707	639	90.38	9.62	45.61
<b>English Learners</b>	149	132	88.59	11.41	20.45
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	122	104	85.25	14.75	27.88
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1460	1306	89.45	10.55	38.08
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	492	417	84.76	15.24	16.11

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	2518	2284	90.71	9.29	32.69
<b>Female</b>	1281	1171	91.41	8.59	34.54
<b>Male</b>	1226	1103	89.97	10.03	30.66
<b>American Indian or Alaska Native</b>	15	13	86.67	13.33	46.15
<b>Asian</b>	122	115	94.26	5.74	73.04
<b>Black or African American</b>	343	292	85.13	14.87	23.53
<b>Filipino</b>	46	44	95.65	4.35	52.27
<b>Hispanic or Latino</b>	969	887	91.54	8.46	27.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	304	277	91.12	8.88	31.77
<b>White</b>	709	649	91.54	8.46	34.83
<b>English Learners</b>	149	132	88.59	11.41	28.03
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	122	104	85.25	14.75	23.30
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	1463	1309	89.47	10.53	28.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	492	411	83.54	16.46	14.46

### 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	28.36	35.12	53.77	55.72	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	2048	1841	89.89	10.11	34.82
<b>Female</b>	1057	949	89.78	10.22	35.84
<b>Male</b>	972	876	90.12	9.88	32.99
<b>American Indian or Alaska Native</b>	13	10	--	23.08	--
<b>Asian</b>	102	92	90.20	9.80	68.48
<b>Black or African American</b>	215	189	87.91	12.09	21.28
<b>Filipino</b>	26	25	96.15	3.85	76.00
<b>Hispanic or Latino</b>	754	691	91.64	8.36	31.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	236	218	92.37	7.63	39.45
<b>White</b>	696	611	87.79	12.21	34.10
<b>English Learners</b>	115	104	90.43	9.57	20.19
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	90	78	86.67	13.33	21.79
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1062	948	89.27	10.73	32.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	367	312	85.01	14.99	14.42

## 2024-25 Career Technical Education Programs

California Online Public Schools Southern California 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 Online Public Schools are as follows:

Agriscience Foundations A  
 Agriscience Foundations B  
 Applied Medical Terminology A  
 Applied Medical Terminology B  
 College and Career Preparation A  
 College and Career Preparation B  
 Computer Applications A  
 Computer Applications B  
 Computing for College and Careers A  
 Computing for College and Careers B  
 Criminal Justice Operations A  
 Criminal Justice Operations B  
 Culinary Arts 1 A

2024-25 Career Technical Education Programs

Culinary Arts 1 B
Early Childhood Education A
Early Childhood Education B
Entrepreneurship A
Entrepreneurship B
Game Design in Unity A
Game Design in Unity B
Health Science A
Health Science B
Introduction to Fashion Design
Introduction to Computer Science in JavaScript A
Introduction to Computer Science in JavaScript B
Introduction to Hospitality and Tourism A
Introduction to Hospitality and Tourism B
Introduction to Social Media
Marketing, Advertising, and Sales
Principles of Business, Marketing and Finance A
Principles of Business, Marketing and Finance B
Principles of Law, Public Safety, Corrections, and Security A
Principles of Law, Public Safety, Corrections, and Security B
Python Programming A
Python Programming B
Theatre, Cinema, Film Production A
Theatre, Cinema, Film Production B
Web Design A
Web Design B
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	67.27%	67.27%	67.99%	66.91%	68.71%
Grade 7	74.45%	73.97%	74.94%	72.99%	76.16%
Grade 9	59.92%	60.12%	60.31%	57.37%	61.30%

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.

2025-26 Opportunities for Parental Involvement
<p>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.</p> <p>Students and their parents (caretakers) 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. Parents also have the opportunity to participate in the school’s ELAC meetings, which help guide our ELD program. In addition, parents and caretakers can attend virtual coffee talks with grade-level principals and are invited to be a part of our popular private Facebook page, providing opportunities for parents to interact and communicate about a variety of topics.</p> <p>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 throughout the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation. Numerous</p>

2025-26 Opportunities for Parental Involvement

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. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	21.5	20		4.5	6.1		8.2	8.9	
Graduation Rate	77.9	79.2		92.8	91.9		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://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			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		2.15%	2%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. California Online Public Schools 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 was board approved on June 10, 2025. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, opioid overdose response protocol, 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.

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
TK	23			
K	23			
1	23			
2	23			
3	23			
4	23			
5	23			
6	23			

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	22			
K	22			
1	22			
2	22			
3	22			
4	22			
5	22			
6	22			

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	19			
K	19			
1	19			
2	19			
3	19			
4	19			
5	19			
6	19			

### 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	23			
Mathematics	23			
Science	23			
Social Science	23			

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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			
Mathematics	22			
Science	22			
Social Science	22			

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19			
Mathematics	19			
Science	19			
Social Science	19			

2024-25 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	206

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	13.68
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.28
Social Worker	0.57
Nurse	0
Speech/Language/Hearing Specialist	1.14
Resource Specialist (non-teaching)	0
Other	0

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	14,876.57	2,053.70	12,822.87	86,370.13
District	N/A	N/A	N/A	\$106,334
Percent Difference - School Site and District	N/A	N/A		-17.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	17.4	-9.1

## Fiscal Year 2024-25 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, SEL support, intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), and Career/Technical Education courses including a CTE Pathway.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$65,219	\$60,863
Mid-Range Teacher Salary	\$97,999	\$93,575
Highest Teacher Salary	\$130,638	\$125,548
Average Principal Salary (Elementary)	\$177,011	\$157,645
Average Principal Salary (Middle)	\$191,324	\$165,341
Average Principal Salary (High)	\$207,391	\$182,580
Superintendent Salary	\$335,000	\$357,064
Percent of Budget for Teacher Salaries	34.7%	30.36%
Percent of Budget for Administrative Salaries	4.99%	4.88%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## 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 Online Public Schools Southern California teachers and staff:



Professional Development

1. LMS Orientation Courses
- LMS Orientation Course: All teachers complete a self-guided orientation course. This course is delivered through the LMS online tutorials, sample lessons, and navigation tools. This course covers “the basics” staff need to know to effectively do their job. This includes effectively grading and providing meaningful feedback, monitoring progress, monitoring attendance, and effectively gauging school engagement. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course with an overall score of 80% or higher.
- .
2. California Online Public Schools Vector Trainings:
- Staff are required to complete a series of training and assessments within the first 30 days of the school year or as deemed appropriate by Ed Code. These trainings include assessments that must meet a passing mark of 80% or better.
3. Curriculum Training and Professional Development:
- Teachers receive training and professional development on their grade level appropriate adopted curriculum. These sessions are staggered throughout the school year and designed to help our teachers better serve their students and families in the online environment.
4. Mini Trainings:
- Staff attend training that directly relates to their current positions and job duties. These trainings occur at minimum monthly and are focused on their specific job duties as they relate to our school goals and student and family service. These training sessions are recorded so staff can review them as necessary.
5. Additional Training and Professional Development:
- Designated times throughout the school year, as deemed by the administration, staff are required to attend training that aligns with the school year cycle. These trainings include but are not limited to topics such as attendance tracking, communication, State Testing and Interim Assessments, etc.
6. University Online Instruction Courses:
- CaliforniaOnline Public Schools 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).
7. Teacher Support During Implementation
- California Online Public Schools 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

# Coversheet

## Approval of Spark Hire Contract Renewal (attached)

<b>Section:</b>	IV. Consent Items
<b>Item:</b>	H. Approval of Spark Hire Contract Renewal (attached)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	BIM - Spark Hire.pdf Spark Hire Order for California Online Public Schools (1).pdf



## Board Information Memo

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**SUBJECT: Spark Hire Annual Contract Renewal**

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**Category (Contract Approval, Policy, Personnel, General Approval. etc.): Contract Approval**

**Date: December 9th, 2025**

**Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Fiscal Policy**

**Decision Type (Action Item, Information Only, etc.): Consent Item**

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### **Background (Brief Summary of Background Information):**

Spark Hire is a video interview and screening platform utilized by the School for employment interviews, internal job postings, and career ladder promotion processes. The system supports efficient candidate screening, structured interview evaluations, and documentation for both internal and external recruitment needs.

### **Rationale (Why is this important and why is this coming to the Board):**

Renewal of the Spark Hire contract ensures continued access to the School's employment screening platform. This tool is essential for maintaining consistent, compliant, and equitable hiring and promotional practices across departments. Board approval is required for contract renewals.

### **Evidence of Due Diligence:**

Human Resources has reviewed the renewal terms and confirmed continued alignment with current organizational needs and system integration requirements. The annual rate and term have been verified with the vendor.

### **Fiscal Impact:**

\$9,275.00 per year plus applicable sales tax (U.S. Dollars), for a 12-month term beginning February 2, 2026.

### **Potential Conflicts of Interest: N/A**

**Recommendation/Board Action (if applicable): Motion to approve the Spark Hire Annual Contract Renewal**



California Online  
Public Schools

**Prepared/Recommended/Approved By:**

Ryan Dreifus, Assistant Director of Human Resources



# SPARK HIRE

Spark connections. Hire together.

## Spark Hire Order Form

California Online Public Schools



## From our CEO

Ryan,

Thank you for your continued support of Spark Hire!

Since 2012, we've helped thousands of organizations just like yours.

While our solutions have evolved over the years, our commitment to delivering an exceptional customer experience remains the same.

It's our goal to be the best company you do business with and we can't wait to prove it.

We appreciate the opportunity and look forward to the continued relationship.

Josh Tolan  
CEO, Spark Hire



## From our customers



## Spark Hire Order Form

Customer Information	
Entity Name ("Customer")	California Online Public Schools
AP Contact Name	Ryan Dreifus
AP Email	rdreifus@californiaops.org
AP Phone Number	657-200-8172
Billing Address	33272 Valle Rd
Billing City	San Juan Capistrano
Billing State/Province	CA
Billing Zip/Postal Code	92675
Billing Country	US

Product	Price	Quantity	Subtotal *
Meet Growth Unlimited	\$9,275.00	1	\$9,275.00

**Total Amount \* (US Dollars)    \$9,275.00**

\*plus any applicable sales taxes

Order Details	
Order Start Date	2026-02-02
Order End Date	2027-02-02
Billing Frequency	Upfront
Payment Method <i>(Can be changed later with our Finance team)</i>	
Months Serviced	12
Number of Employees	301-500



**Special Notes:**

By signing this Order Form, Customer agrees to pay Spark Hire the Total Amount via a payment schedule defined by the Billing Frequency.

Customer warrants that the "**Number of Employees**" documented on this Order Form is an accurate representation of the size of their organization. Since the Number of Employees factors into the price quote, if the Number of Employees is found to be materially inaccurate, Spark Hire reserves the right to increase the price during the Term or upon the renewal.

If Customer's Payment Method is Credit Card, Spark Hire will automatically charge the credit card on file based on the Total Amount and Billing Frequency.

If Customer's Payment Method is ACH/Wire or Check, Customer agrees to submit payment according to the Billing Frequency.

The "**Order Start Date**" is specified in this Order Form and the initial payment is due no later than the Order Start Date. The "**Order End Date**" is also specified in this Order Form.

Subscriptions are non-cancelable before their Order End Date. Customer is responsible for paying Spark Hire the Total Amount.

If Customer chooses to discontinue services after the Order End Date, Customer must provide a 60-day written notice to [billing@sparkhire.com](mailto:billing@sparkhire.com) prior to the Order End Date. Otherwise, the subscription will be automatically renewed for an additional number of months specified in "**Months Serviced**" on the same Plan in this Order Form with an automatic price increase of 8%.

Spark Hire reserves the right to recover costs of collection of missed, late, or failed payments and to suspend access to the Spark Hire services until payment is current. Such suspension shall not extend the expiration date of services ordered. Except as expressly provided herein all amounts paid hereunder are final and non-refundable.

This Order Form is governed by the terms of Spark Hire's Terms of Use found at <https://www.sparkhire.com/terms>. If any verbiage in this Order Form and the Terms of Use conflict, the verbiage in this Order Form shall supersede.

Purchasing future add-ons or upgrades to the subscription associated with this order shall be subject to an updated price quote based on the Spark Hire pricing at the time.

Upon signature by Customer and submission to Spark Hire, this Order Form shall become legally binding.

The signatory below acknowledges that they are authorized to sign on behalf of Customer and bind Customer to this Order Form.

**Agreed to by:**

<b>Name</b>	
<b>Job Title</b>	



<b>Name</b>	
<b>Date</b>	

☐ **Are you interested in switching to a multi-year subscription?**

We offer 2 and 3 year subscriptions which enable you to essentially lock in the same annual rate for the length of the term. If you're interested in learning more, choose "Yes!" below and a member of our team will reach out.

☐ Yes!

☐ No, thanks

# Coversheet

## Approval of CCGI & California Online Public Schools Agreement for Receiving Technical Assistance (attached)

**Section:** IV. Consent Items  
**Item:** I. Approval of CCGI & California Online Public Schools Agreement for Receiving  
Technical Assistance (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
CCGI Data Sharing BIM - CalOPS.pdf  
00013163\_California Online Public Schools\_K-12 LEA Partnership Agreement\_CMO\_Final.docx.pdf

## Board Information Memo

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**SUBJECT:** K–12 Data Sharing and Services Partnership Agreement with the California College Guidance Initiative (CCGI)

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**Category** (Contract Approval, Policy, Personnel, General Approval, etc.): Approval

**Date:** 12/9/25

**Reason for Board Consideration** (Fiscal Policy, State Requirement, etc.): State requirement and alignment with California’s Cradle-to-Career Data System; district commitment to college/career readiness and compliant data-sharing practices.

**Decision Type** (Action Item, Information Only, etc.): Consent

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**Background** (Brief Summary of Background Information): The California College Guidance Initiative (CCGI) supports California’s Cradle-to-Career system by helping schools streamline college and financial aid planning through secure, standards-aligned data sharing. Through this partnership, California Online Public Schools (CalOPS) will provide academic transcripts and demographic data to CCGI to enhance students’ access to college planning tools, improve data accuracy across institutions, and support state FAFSA/CADAA completion initiatives.

CalOPS previously explored participation in the CCGI system and is now positioned to fully implement this partnership to increase student access to California’s postsecondary pathways and ensure compliance with statewide data-sharing priorities.

**Rationale** (Why is this important and why is this coming to the Board): This agreement allows CalOPS to:

- Provide students with high-quality college and career planning tools integrated with statewide UC, CSU, and community college systems.
- Improve alignment between students’ high school coursework and college eligibility (“A–G” guidance).
- Streamline FAFSA/CADAA tracking and support compliance with California’s financial aid completion requirement.
- Participate in the state’s Cradle-to-Career data system, ensuring our students benefit from statewide research, program evaluation, and systemwide guidance improvements.
- Reduce manual data-entry workload for counselors and streamline transcript-based workflows.

This item is before the Board to authorize CalOPS to enter into a formal Data Sharing and Services Partnership Agreement with CCGI, ensuring that student data is exchanged securely and in full compliance with FERPA and state law.



**Evidence of Due Diligence:**

- Review of CCGI's Data Privacy & Security documentation, including FERPA compliance and California Ed Code requirements.
- Review by CalOPS Educational Services leadership, Superintendents, and Director of Finance
- Confirmation that CalOPS transcript and course data align with CCGI platform requirements.
- Legal review of Data Sharing Agreement terms and security specifications.
- Verification that no student-level data is shared with postsecondary institutions without proper permissions.

**Fiscal Impact:** No direct cost to CalOPS. Participation in the CCGI/Cradle-to-Career system is provided at no cost to public school partners. Minimal staff time is required for onboarding and data transfer processes.

**Potential Conflicts of Interest:** N/A

**Recommendation/Board Action (if applicable):** Motion to approve agreement with CCGI

**Prepared/Recommended/Approved By:** Leslie Dombek, Director of Educational Services California Online Public Schools



## K-12 DATA SHARING AND SERVICES PARTNERSHIP AGREEMENT

### THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

*On behalf of:*

The California College Guidance Initiative

**And**

### CALIFORNIA ONLINE PUBLIC SCHOOLS

*Agreement No. 00013163*

This K-12 Data Sharing and Services Partnership Agreement (“Agreement”) is entered into by and between the Foundation for California Community Colleges, a nonprofit 501(c)(3) organization (“Foundation”), on behalf of the California College Guidance Initiative (“CCGI”), and the **California Online Public Schools** (“Local Educational Agency” or “LEA” or “Charter Management Organization” or “CMO”), collectively (“Parties”) to set forth the roles and responsibilities of the Parties related to LEA’s uploading of its students’ Education Records to [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu) (“CaliforniaColleges Website”) and Foundation’s provision of account support services on the CaliforniaColleges Website, the state of California’s official college and career planning platform. The Parties understand and intend that CCGI be designated as an outsourced provider of institutional services and a “school official” with legitimate educational interests in such Educational Records as described in 34 C.F.R. 99.31(a).

## **I. DEFINITIONS**

The following capitalized terms when used in this Agreement shall have the meanings ascribed to them respectively, in this Definitions section, unless such term is otherwise expressly defined in this Agreement.

“**Agreement**” shall have the meaning set forth in the preamble above and includes all linked addenda, schedules, and other attachments hereto (see below), as each may be amended from time to time to align CCGI’s practices with California state policy, institutional policies of the public college systems in California and the California Student Aid Commission, and to update improvements in CCGI’s security practices. Amendments to the addenda, schedules, and other attachments linked below will only take effect upon thirty (30) days’ notice to LEA. Should there be any conflict between the terms of this K-12 Data Sharing and Services Partnership Agreement and any other terms linked below, this K-12 Data Sharing and Services Partnership Agreement shall take precedence, any other conflicts shall follow the following order of precedence: (1) Terms and Conditions of Partnership, (2) Data Privacy and Security Addendum, (3) Data File Specifications, available at <https://www.cacollegeguidance.org/tcp/>. The Data File Specifications provide instructions for uploading Student Data onto the California Colleges Website.

[Terms and Conditions of Partnership](#)  
[Data Privacy and Security Addendum](#)  
[Data File Specifications](#)

“**CaliforniaColleges Website**” shall mean the website located at [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu). The Foundation is responsible for directly contracting and compensating a third-party technology vendor (“Vendor”) for the continued operation and maintenance of [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu) under a separate agreement. Information describing the current Vendor can be found in the **Data Privacy and Security Addendum**, which is incorporated by reference. This definition shall also include any successor website performing the same function as [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu).

**“Education Record”** shall have the meaning as set forth in 34 CFR §99.3 or under applicable state law. Education Records are those records that directly relate to a student and are maintained by an education agency or institution or by a party acting for the agency or institution. The term Education Record shall not include records that are otherwise excluded under 34 CFR §99.3 or applicable state laws.

**“Student Data”** shall mean any information (a) contained in a student's Education Record maintained by or for the LEA and provided to the CaliforniaColleges Website by an employee or agent of the LEA; or (b) acquired directly from a student or parent/legal guardian of the student through the use of the CaliforniaColleges Website, as assigned to the student or parent/legal guardian by LEA. Student Data does not include information created by a student, including, but not limited to: college lists, career assessment results, portfolios, creative writing, photographs, and account information that enables ongoing ownership of that information which is governed by CaliforniaColleges Website privacy policy.

## **II. TERM AND TERMINATION**

**A. Term.** This Agreement will be deemed to be effective as of the date the Agreement is fully executed by all signatories to the Agreement and will continue until terminated by either Party. No fees will be assessed under this Agreement while CCGI continues to be the provider of operational tools for the State of California.

**B. Termination for Convenience.** The Parties shall have the right to terminate this Agreement for any reason or no reason, without penalty, at any time by providing the other with written notice of termination in accordance with Section V of this Agreement at least sixty (60) calendar days in advance of the Termination Date. However, it is mutually understood and agreed that if the Foundation does not receive sufficient funding from the State of California to provide the Services described in this Agreement, Foundation may without penalty, terminate this Agreement by providing LEA with written notice of termination in accordance with Section V of this Agreement at least forty-five (45) calendar days in advance of the Termination Date.

## **III. LEA RESPONSIBILITIES**

### **A. Data Sharing**

1. LEA shall comply with all applicable federal and state laws regarding privacy and security of Education Records and Student Data, including but not limited to those identified and discussed in the **Data Privacy and Security Addendum** attached at <https://www.cacollegeguidance.org/tcp/> and hereby incorporated by reference.
2. LEA shall upload course catalog files at least once a year to enable the use of academic planning tools by a student planning coursework at a high school operated by LEA.
3. LEA agrees to verify accuracy of courses entered by LEA into the University of California (“UC”) Course Management Portal (“CMP”) at the UC Office of the President.
4. LEA agrees to upload Education Records, in accordance with the **Data File Specifications**, attached at <https://www.cacollegeguidance.org/tcp/>, and hereby incorporated by reference. In alignment with state policy and/or to evolve functionality that serves students in the planning for and transition to college, the Data File Specifications may be iterated over time and additional optional fields may be added to the Data File Specifications. LEA data may be submitted via sFTP or an API if available.
  - a. LEA agrees to provide a centralized upload (not school site by school site) of Education Records from the local Student Information System (“SIS”) into the CaliforniaColleges Website or an FTP server, both hosted by Amazon Web Services, using a standard data format with naming conventions and using a pre-defined protocol. If CCGI has an API integration with LEA’s SIS provider, data may alternatively be shared via said API.

### **B. Implementation**

1. LEA shall make staff, appropriate technology resources, and space available for ongoing professional development and user support.

2. LEA agrees to collaborate with Foundation staff to provide both individual user experience and technical feedback in order to improve implementation for all users.
3. LEA agrees to identify a point of contact to (1) assist the Foundation during implementation phase; and (2) navigate or immediately report any issues regarding availability of the CaliforniaColleges Website.
4. LEA is responsible for identifying and maintaining which educators at the LEA are provided accounts on the California Colleges Website. To do so LEA is responsible for compliance with Section I of the Terms and Conditions of Partnership, “Educator Account Creation, Authorization, and Maintenance” attached at <https://www.cacollegeguidance.org/tcp/> and hereby incorporated by reference.

#### **IV. FOUNDATION RESPONSIBILITIES**

**A. Technical and Service Level Support.** The CaliforniaColleges Website is operated and maintained by Vendor. Service level support for the CaliforniaColleges Website is provided directly by Vendor. LEA should reach out to [operations@californiacolleges.edu](mailto:operations@californiacolleges.edu) in order to facilitate communication with Vendor regarding technical issues with CaliforniaColleges Website.

**B. Fees and Payments for Services.** Foundation will provide the Services under this Agreement to LEA free of charge while Foundation continues to receive funding from the State of California. In the event that funding from the State of California is not sustained in future years, the Parties understand that the Foundation may assess and charge a fee for services provided to the LEA. In the event a fee is assessed, this Agreement will be amended, in writing, to affect that arrangement. Foundation shall provide LEA with a 45-day notice if funding from the State of California is reduced or discontinued.

**C. Scope of Services.** “Services” means the services and support offered by Foundation under this Agreement or on the CaliforniaColleges Website.

1. Foundation shall provide the necessary support for the integration of Education Records and Student Data into individual student accounts on the CaliforniaColleges Website. Foundation agrees to cooperate with representatives from the LEA to ensure the data is properly uploaded in accordance with the requirements and instructions as more fully set forth and incorporated herein as **Data File Specification** available at <https://www.cacollegeguidance.org/tcp/> to this Agreement.
2. CCGI shall maintain and process Education Records and Student Data on behalf of the LEA in a manner that meets the standards of the California Community Colleges, California State University (“CSU”), California Student Aid Commission (“CSAC”), and UC systems for verified transcript data.
3. Foundation will provide an audit report of LEA’s a-g course listings in the UC CMP database to identify discrepancies. Foundation agrees to provide technical assistance, guidance, and support to LEA staff for purposes of reconciliation of any identified discrepancies.
4. Foundation shall provide access to CSU and UC eligibility analyses, both individual student reports and aggregate tracking and reporting capability for counselors.
5. Foundation shall provide students with the ability to launch their application to the California Community Colleges using the CCCApply platform in a manner that tracks submission on the CaliforniaColleges Website.
6. Foundation shall provide students with the ability to auto-populate applications for admission to all CSU campuses with course data from their individual account on the CaliforniaColleges Website, when such data matches to the CMP at the UC Office of the President, and which enables students, their parent/guardian, educators in their school, and LEA to track application submission.
7. Foundation shall provide students with the ability to launch their application for admission to the UC using the UC application in a manner that tracks submission on the CaliforniaColleges Website. Additionally, beginning fall of 2024, students will have the ability to auto-populate course data into their UC application.

8. Foundation shall provide students with the ability to initiate their Free Application for Federal Student Aid (“FAFSA”) from within the CaliforniaColleges.edu, in a manner that allows students, their parent/guardian, educators at their school site, and LEA to track the launch of this application and which enables CCGI to provide CSAC with information that supports the Cal-grant eligibility determination process.
9. Foundation shall provide students with the ability to launch additional college and financial aid applications, as they may become available, as additional institutions develop articulation agreements with CCGI.
10. Foundation shall provide the following support for LEA:
  - a) Technical assistance to support alignment between LEA’s a-g course list in the UC CMP and the LEA SIS.
  - b) Training opportunities.
  - c) Implementation planning and support for strategic goal setting.
  - d) User support to respond to student, educator, or parent/guardian questions or other inquiries.

## **V. NOTICE**

Any request, notice or other communication by either Party shall be given in writing and shall be deemed given when actually delivered physically or via electronic mail to the addresses specified below:

### **LEA:**

**Name:** Leslie Dombek

**Email:** [superintendent@californiaops.org](mailto:superintendent@californiaops.org)

**Mailing Address:**

California Online Public Schools

33272 Valle Rd.

San Juan Capistrano, CA 92675

### **CCGI:**

**Name:** Contracts Manager

**Email:** [ccgicontracts@californiacolleges.edu](mailto:ccgicontracts@californiacolleges.edu)

**Mailing Address:**

Foundation for California Community Colleges

1102 Q Street, Suite 4800

Sacramento, CA 95811

## **VI. CHARTER MANAGEMENT ORGANIZATION**

- A. CCGI and CMO agree that CMO shall have access and is authorized to manage educator accounts and send and receive data on behalf of the schools listed below. CMO shall have the ability to:
  - a. Create, modify, or deactivate educator accounts; and
  - b. Perform administrative functions as outlined in this Agreement for accounts at these schools.
- B. The parties acknowledge and agree that the below signer for CMO (“authorized individual”) is authorized to act on behalf of the schools listed below in matters requiring administrative oversight under this Agreement and that CMO has a legal agreement in place that authorizes such actions. In signing this Agreement, the authorized individual represents and warrants that they have the authority to bind each of the Schools individually and collectively.

CMO is authorized to send and receive data on behalf of the following schools:

Name of Charter School	CDS Code
California Online Public Schools Southern California	30664640106765
California Online Public Schools Northern California	39686500125849
California Online Public Schools North Bay	17640550129601
California Online Public Schools Monterey Bay	44754320139410



California Online Public Schools Central Valley	54718030112458
California Online Public Schools Central Coast	42750100138891

CMO is responsible for notifying CCGI in writing when a new charter school is added, or a school closes. Adding a new school will prompt a simple agreement addendum.

**THE PARTIES HEREBY EXECUTE THIS AGREEMENT**

CALIFORNIA ONLINE PUBLIC SCHOOLS	FOUNDATION/CCGI
By: _____	By: _____
Print Name: _____	Print Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

# Coversheet

## Approval of Local Assignment Option 44258.3 (attached)

**Section:** IV. Consent Items  
**Item:** J. Approval of Local Assignment Option 44258.3 (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Teacher Assignment Policy under Education Code Section 44258.3 Memo (Dec. 9, 2025).pdf



## Board Information Memo

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**SUBJECT:** Local Assignment Option 44258.3

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**Category** (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval

**Date:** 12/1/25

**Reason for Board Consideration** (Fiscal Policy, State Requirement, etc.): Updated policy

**Decision Type** (Action Item, Information Only, etc.): Information Only

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**Background** (Brief Summary of Background Information):

On 1/26/21, the CalOPS Board approved the Teacher Assignment Policy under Education Code Section 44258.3. The policy is attached with updates to the organization name and removal of other “Pearson era” terms, such as Connexus.

**Rationale** (Why is this important and why is this coming to the Board):

As the organization moves towards once again utilizing this particular policy and Local Assignment Options under EC §44258.3, it is deemed prudent to update the policy language to better reflect our current organization’s naming, processes, and procedures.

**Evidence of Due Diligence:**

The approved policy remains intact apart from updating naming (example: California Connections Academy to California Online Public Schools) and removal of timeline language specific to the 20-21 school year in which it was first approved.

**Fiscal Impact:**

As this teacher assignment policy provides more options for utilizing current employees in positions other than which they were originally hired, the expectation is that less teacher overage pay, substitute pay, or new employee hiring will be used when filling in teacher vacancies.

**Potential Conflicts of Interest:** N/A

**Recommendation/Board Action (if applicable):** Consent

**Prepared/Recommended/Approved By:** Prepared by Tracy Le, Assistant Director of Human Resources. Presented by Zana Kidd, Director of Human Resources.

# California Online Public Schools Teacher Assignment Policy under Education Code Section 44258.3

Initially approved by Board of Directors on January 26, 2021

California Online Public Schools, a California non-profit public benefit corporation, operates the following charter schools:

California Online Publics Schools Southern California  
California Online Publics Schools Central Valley  
California Online Publics Schools North Bay  
California Online Publics Schools Ripon  
California Online Publics Schools Central Coast  
California Online Publics Schools Monterey Bay

## BACKGROUND

Changes to the law regarding the requirements for teacher credentials in charter schools went into effect for the 2020-21 school year, under AB 1219. The new law, as incorporated into Education Code 47605 (I), established that teachers in charter schools are held to the same credentialing and assignment requirements as traditional public schools and school districts. AB 1219 also establishes a new statewide monitoring system for collecting and publicly reporting misassignments. There was a “grace period” established for charter school teachers under Education Code Section 47605.4 who were already employed during the 2019-20 school year to allow five years to obtain credentials which match their assignment.

The rules about what credential a teacher holds are very complex, especially for secondary level students. The California Commission on Teacher Credentialing (CTC), which issues credentials, is also the agency which establishes which credentials may be used with which assignments. In addition to subject level credentials, there are also additional authorizations needed, such as those for teaching English Language Learner or Special Educations students. The state does allow for “alternative assignment options” in order to meet school site needs. This option for charter schools is found in Education Code Section 47605 (I)(1) which states, “A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district.”

## POLICY ON TEACHER ASSIGNMENTS

The CalOPS Board recognizes that California Online Public Schools operate under the Independent Study laws and regulations, and therefore, all teachers employed by the organization should be reported to the state as teaching through the Independent Study instructional model. The primary model used by the school is one in which the curriculum, lessons and assignments are provided through the online Educational Management System and the teachers support and facilitate the instructional program through some synchronous instruction (which is usually optional for students), plus grading and feedback on student work, and one on one or small group instruction or tutoring using virtual methods such as phone calls or video conferencing.

The CalOPS Board has delegated to the Administration of California Online Public Schools the responsibility for hiring and assigning all teachers at all grade levels. Each grade span (TK-5, 6-8 and 9-12) has a Principal and other administrators who are responsible for this aspect of school operations. The District Operations Department and Human Resources Department support this work through collection, verification and reporting of teacher credentials.

The Administration will make all efforts to hire and assign teachers working with CalOPS students to the proper assignment of courses and other teaching assignments based on the current CTC guidelines and regulations.

While the responsibility for obtaining, updating and renewing credentials stays with the teacher, the Administration will make efforts to support teachers in maintaining current and appropriate credentials, when possible given the resources of the organization.

In order to maintain a broad and progressive curricular offering which meets the needs of the students attending California Online Public Schools, the CalOPS Board recognizes that there will be inherent difficulties in assigning teachers to meet school site requirements, therefore, in such cases, alternative assignment options which allow employers to legally employ individuals outside of their subject area of the credential will be utilized. This will be referred to as the Local Assignment Option and allows California Online Public Schools Schools to assign credentialed (non emergency) teachers to teach departmentalized classes in grades TK-12, irrespective of the designations on their teaching credentials, as long as the teacher's subject matter competence is verified. The Administration will follow the CTC guidelines established by regulations when implementing the Local Assignment Option.

The CalOPS Board recognizes that in order to implement such alternative assignment options, the assigned teacher must have adequate knowledge of the subject to be taught, including the curriculum framework for that subject area, as well as the content of the course(s) to be taught. Subject matter specialists will be used in the determination of the teacher's competence in the subject being assigned. The teacher being assigned under the alternative assignment option must consent to the assignment.

The CalOPS Board delegates responsibility to the Administration for appropriately

reporting all relevant credentials and assignments to the credential and assignment monitoring authorities during the annual statewide credential monitoring, and Administration will report periodically to the Board on any misassignments.

When assignments are made in accordance with this policy, the individual assignments do not need to be approved by the Board, however, records must be kept which document that the policies and procedures were followed and may be submitted as needed to the credential monitoring authorities. Once a specific assignment has been made under this policy, it may be continued from year to year without the need for annual determinations, as long as the teacher and grade level principal both continue to consent to the assignment. Any new assignments for either first or second semester of a school year will go through the review and approval process as laid out in the board approved procedures.

## IMPLEMENTATION PROCEDURES for the Local Assignment Option under EC §44258.3

The Education Code governing this Local Assignment Option is Education Code Section 44258.3. The following steps will be used to review and approve teacher assignments under this Local Assignment Option.

1. The grade level Principal or Department Director (hereafter referred to as the Administrator) identifies a subject matter assignment needed for the upcoming school year or semester.
2. The Administrator determines whether any existing staff have the appropriate credential and are interested in the assignment, or whether the Local Assignment Option should be used.
3. The Administrator identifies a teacher interested in the possible assignment. A teacher may also request the assignment and be considered under the policy.
4. The teacher fills out the “CalOPS Agreement to Teach Departmentalized Subjects” form (See Attachment), including signing and dating the form. This may be done digitally if that format is available.
5. The Administrator consults with the subject matter specialist(s) to make a determination if the teacher has sufficient subject matter knowledge. The teacher candidate must have adequate knowledge of the subject to be taught, including the curriculum framework for that subject area, as well as the content of the course(s) to be taught. Evidence for this determination is based on one or more of the following criteria:
  - A. Successful prior teaching experience of the subject
  - B. Successful completion of intensive professional development in the subject to be taught
  - C. Review of portfolio containing evidence of demonstrated knowledge
  - D. Results of oral interviews
  - E. Practical experience
  - F. Passage of an examination that is valid for the subject and grade level

- G. Observation over time of the teacher in the subject currently being taught
  - H. Observation of a demonstration lesson in the subject and at the grade level(s) to be taught
  - I. Successful completion of college or university course work in the subject to be taught
  - J. Successful prior work experience in the content area
6. The Administrator, in consultation with the appropriate subject matter specialist(s), makes a final determination of approval or denial of the assignment and notifies all appropriate parties. A teacher may also be conditionally assigned under these procedures with the agreement and monitoring of a Professional Development Plan designed for the position. The Administrator indicates the approval of the assignment by signing and dating the "CalOPS Agreement to Teach Departmentalized Subjects" form, and includes any additional information that was made during the determination process if needed.
7. All assignments approved under these policies and procedures are documented in the annual "Assignment Options for CalOPS" document. An example of this document is attached.
8. Subject matter specialists may include principals, assistant principals, directors, assistant directors, mentor teachers, curriculum specialists, college faculty and/or subject matter teachers.

Attachments:

CalOPS Agreement to Teach Departmentalized Subjects under EC §44258.3  
California Online Public Schools Assignment Options

## CalOPS Agreement to Teach Departmentalized Subjects under EC §44258.3

This form is to be used by a credentialed teacher and an Administrator to document verification of adequate knowledge to teach specified subjects in a departmentalized setting in kindergarten or any of grades 1 through 12 in accordance with EC §44258.3.

Teacher:

Employee ID:

School Level and/or Department:

Subject being requested:

\_\_\_\_ Initial Request    \_\_\_\_ Subsequent Request

Briefly describe your subject matter knowledge relevant to teaching the requested subjects.

Check the additional criteria upon which this petition is based.

- ☐ College/university course work
- ☐ Relevant on-the-job experience or previous teaching in the subject area
- ☐ Relevant volunteer experience
- ☐ Subject-matter examination
- ☐ Demonstrated competency in the subject to be taught
- ☐ Portfolio related to subject(s)
- ☐ Relevant professional growth activities
- ☐ Recommendations from other subject-matter specialists or experts
- ☐ Other – Specify:

I consent to the assignment under EC §44258.3.

Teacher's signature:

Date:

Administrator's signature:

Date:

*Final assignment subject to CalOPS administrative approval process.*



**EXAMPLE ONLY**

# California Online Public Schools

## Assignment Options

2025-2026 School Year

The CalOPS Administrator has reviewed the courses offered during the 25-26 school year and determined the need to assign teachers in the specific subject areas as indicated. It has been verified that there is no available teacher on staff with the appropriate credential authorization to teach the subject area and that the EC §44258.3 option should be used to address the need. The following teachers have been identified as teachers with knowledge of the subject matter and who wish to take the teaching assignment. Teacher consent for these assignments has been confirmed. The Administrator, with input from subject matter specialist(s) as applicable, has determined that each teacher listed demonstrates sufficient knowledge and subject-matter competence in the subject of the assignment(s) and has approved the assignments as listed with clear verification, authorizing these individuals to teach the subject(s) requested without any conditions.

Course(s)	School Level or Department	Teacher Name	Teacher Credential	Principal or Director
Marketing Advertising and Sales, Entrepreneurship 1, Principles of Business Marketing Finance, Intro to Social Media, Learning in a Digital World, Workplace and Internship Readiness	High School	Shonna Bernard-Joseph	Clear Career Technical Education Teaching Credential: Business and Finance	Matt Brockway
AP Computer Science A, AP Computer Science Principles	High School	Brittany West	Clear Career Technical Education Teaching Credential: Information and Communication Technologies	Matt Brockway
Physical Education 6, Health 6	Middle School	Suzanne Platt	Clear Designated Subjects Career Technical Education Teaching Credential: Business and Finance	Heather Tamayo
Graphic Design and Illustration, Intro to Fashion Design, Drawing	High School	Mike Gray	Clear Career Technical Education Teaching Credential: Arts, Media, and Entertainment	Matt Brockway

Sociology, Career Preparation, Freshman Study Skills, Early Childhood Education, Intro to Hospitality and Tourism	High School	Sehar Ellahi	Preliminary Career Technical Education Teaching Credential: Business and Finance; Education, Child Development, and Family Services; Information and Communication Technologies	Matt Brockway
College and Career Preparation, Health Science, Agriscience Foundations	High School	Amy Sharp	Clear CTE Teaching Credential: Health Science and Medical Technology	Matt Brockway

# Coversheet

## Approval of Back to School Hyatt Invoice (attached)

<b>Section:</b>	V. Action Items
<b>Item:</b>	A. Approval of Back to School Hyatt Invoice (attached)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	BIM Hyatt 12-9-25 (1).pdf

## Board Information Memo

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**SUBJECT:** Hyatt Contract Negotiations and Outstanding Balance

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**Category** (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval

**Date:** 12/09/2025

**Reason for Board Consideration** (Fiscal Policy, State Requirement, etc.): Fiscal Policy

**Decision Type** (Action Item, Information Only, etc.): Action

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### **Background** (Brief Summary of Background Information):

CalOPS contracted with the Hyatt John Wayne Airport to host our Back to School Meeting in August of 2025. During the planning stages, we worked with the hotel sales team to plan for the estimated cost. At that time the numbers were based on a previously established guarantee of 880 room nights after the courtesy attrition consideration. The estimated total cost for total use of the facilities and rooms was \$405,625.39. A payment schedule was agreed upon and payments were made accordingly prior to the start of the event, leaving us with a zero balance.

At the conclusion of the event we received an additional invoice of \$96,731.30. This amount is due to an error on the original estimate with the tax rate. This amount changed from \$2,274.87 to \$22,748.65. The additional variables contributing to the additional cost were additional equipment used, additional overnight parking passes issued, and added food and beverage services. There were also an additional 26 room nights that were needed to meet our guarantee.

After the 10-14-25 CalOPS Board Meeting, the board directed staff to go back to the Hyatt and see if there was any compromise we could reach to find a resolution that mutually benefit both parties. CalOPS staff and the Hyatt met on 10-20-25 and 10-27-25. The Hyatt's only offer was to reduce room rates in 2026, the offer would provide a maximum of \$10,000 in saving for CalOPS.

During the 11-4-25 Board Meeting, the CalOPS Board approved the Hyatt expenditure at the amount of \$73,982.65, leaving an outstanding balance of \$22,748.65.

On 11-14-25, CalOPS staff had an initial meeting with CalOPS legal counsel to discuss the potential impacts of canceling the existing contract for August of 2026. This is the last

year of the agreement with the Hyatt. CalOPS has determined that the fee for cancellation will be in the range of \$175,000.

**Rationale (Why is this important and why is this coming to the Board):** It is board policy that expenditures over \$20,000 be approved by the board.

**Evidence of Due Diligence:** The Finance Department met with the Hyatt Sales Team and went through the additional cost in order to reconcile the original estimate and better understand the new invoice in hopes of finding where we need to better plan and account for so this large discrepancy does not happen in the future. Especially in years, when the budget is lower than desired and unexpected costs could have a large impact on the schools. Additionally, CalOPS staff have also consulted with legal counsel.

**Fiscal Impact:** This additional cost will be added to the budget once the payment is made to determine its true impact, but it is not believed to cause any school to go under the 3% reserve minimum.

**Potential Conflicts of Interest:** N/A

**Recommendation/Board Action (if applicable):**

Due to the high cost to the organization for early termination of the contract, CalOPS staff recommends we honor the existing agreement with the Hyatt for the August 2026 Back to School Event. CalOPS staff is interested in renegotiating certain elements of the existing agreement, including but not limited to, the no show policy and how hotel points are distributed. In order to remain in good standing with the Hyatt, the Board is requested to consider approving the outstanding balance of \$22,748.65.

**Prepared/Recommended/Approved By:** Richie Romero, Deputy Superintendent

# Coversheet

## Approval of T Mobile Hotspot Agreement Renewal (attached)

<b>Section:</b>	V. Action Items
<b>Item:</b>	B. Approval of T Mobile Hotspot Agreement Renewal (attached)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	TMobile BIM New Contracts Over \$20K - CalOPS.pdf CLM Agreement California Online Public Schools.pdf



Board Information Memo (BIM)  
for New Contracts Over \$20k

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**SUBJECT: T-Mobile Contract**

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**Category** (*Contract Approval, Policy, Personnel, General Approval. etc.*): Contract Approval

**Date:** 12/4/25

**Reason for Board Consideration** (*Fiscal Policy, State Requirement, etc.*): **Fiscal Policy**

**Decision Type** (*Action Item, Information Only, etc.*): **Action**

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**Background** (*Brief Summary of Background Information*)

- a. Contract Term (Length): 24 months from the date of activation, 11/1/2025-10/31/2027
- b. Total Contracted Amount: 1,500,009.60
- c. Payment Schedule and Amounts: Monthly: \$62,500.40 per month
- δ. Additional Fees: No
- ε. Data Sharing Terms: COPPA Notice Addendum included in the contract. All information provided by the school may not be shared or sold. Data provided is for the purpose of device distribution only.
- φ. Exit Clause: 30 day notice,

**Rationale** (*Why is this important and why is this coming to the Board*):

The board previously approved hotspots for all students who qualify based on the Free and Reduce Lunch qualifications and any students beyond that population if there is a need and the budget allows. This

decision was made to assist with making sure our curriculum can be accessible to our student population at all times. It was also presented as a solution to discontinue a practice Pearson initiated and supported which gave reimbursements to students in the form of an internet subsidy.

Prior to this decision, CalOPS already had some existing hotspots, approximately 500, with T-Mobile that we used for our McKinney Vento population, our off site testing needs, etc.

This new agreement combines the hotspots from our original account with our hotspots from our new accounts to consolidate bills and allow for better future discounts when possible.

**Evidence of Due Diligence:** *(Please attach quotes and/or proposals for three (3) vendors with the same specifications):* None, this is not a new service or equipment but merely consolidating 2 existing agreements within the same company.

a. Compared Bid #1 Vendor Name:

- i. Cost:
- ii. Pros/Cons:

b. Comparative Bid #2 Vendor Name:

- i. Cost:
- ii. Pros/Cons:

c. Comparative Bid #3 Vendor Name:

- i. Cost:
- ii. Pros/Cons:

d. Which Comparative Bid do you recommend and why?

**Fiscal Impact:** *(Please reach out to the Director or Assistant Director of Finance for guidance):* None, the devices have already been budgeted for.

*Budget Category:*

<input type="checkbox"/> Curriculum Subject:_____	<input type="checkbox"/> Dues & Memberships	<input type="checkbox"/> Repairs & Maintenance
	<input type="checkbox"/> Marketing	<input type="checkbox"/> Insurance
<input type="checkbox"/> Textbooks	<input type="checkbox"/> Software	<input type="checkbox"/> Professional Development
<input type="checkbox"/> School Supplies	X Communications	<input type="checkbox"/> Educational Consulting
<input type="checkbox"/> Event Supplies	<input type="checkbox"/> IT	<input type="checkbox"/> Consulting
<input type="checkbox"/> Office Supplies	<input type="checkbox"/> Rent / Leases	<input type="checkbox"/> Professional Services





## California Online Public Schools

<input checked="" type="checkbox"/> Equipment (Staff or Student)	<input type="checkbox"/> Facility Upgrades	<input type="checkbox"/> Other: _____
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*Funding Source:*

<input type="checkbox"/> General Funds	<input type="checkbox"/> Special Education Funds	<input checked="" type="checkbox"/> Restricted (Specialized Funds)	<input checked="" type="checkbox"/> Federal Funds
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*Is this a new vendor? (If so, please complete a New Vendor Set-Up Form)*



**Potential Conflicts of Interest:** *(Disclose if the business has any connections to CalOPS board members, employees, or their family members, as this may present a potential conflict of interest under CalOPS policy.)*  
None

**Recommendation/Board Action (if applicable):** Motion to approve the T Mobile contract renewal

**Prepared/Recommended/Approved By:** LaChelle Carter

# **T-Mobile for Education**

## **EmpowerED Agreement (with Device Subsidy)**

### **2-Year Term**

This T-Mobile for Education EmpowerED Agreement (with Device Subsidy) ("**Agreement**") is effective as of the date the second Party signs this Agreement below ("**Agreement Effective Date**"), and is by and between **T-Mobile USA, Inc.**, a Delaware corporation ("**T-Mobile**" or "**Contractor**"), and **California Online Public Schools**, a California nonprofit public benefit corporation, with its principal place of business at 33272 Valle Road, San Juan Capistrano, CA 92675 ("**Customer**").

**1. Term.** The term of this Agreement is twenty-four (24) months from the Agreement Effective Date ("**Term**"), and each line of Service will have a twenty-four (24) month service term from date of activation ("**Service Period**"). In the event a line of Service has a Service Period that extends beyond the expiration of the Term, the terms and conditions of this Agreement will continue to apply to such line of Service for the remainder of its Service Period.

**2. Underlying Agreement.** Customer agrees to purchase wireless mobile Services and Devices from T-Mobile and T-Mobile agrees to provide the Services and Devices to Customer based on the prices listed below. The terms of Customer's purchase and use of the Services will be governed by this Agreement and by the NASPO ValuePoint Contract No. MA176 and applicable Participating Addendum ("**Master Agreement**").

- (a) The terms and conditions of this Agreement or the Master Agreement will not be modified or superseded by any terms and conditions in a Customer-generated Purchase Order. Purchase Orders will have no force or effect other than to denote quantity, the products or services purchased, delivery destinations, requested delivery dates and any other information required by this Agreement.
- (b) In the event the Master Agreement is terminated or expires and is not renewed prior to the expiration of the Term of this Agreement, T-Mobile may enter into a follow-on master agreement for the period after termination or expiration of the Master Agreement (a "**New Master Agreement**"), in which case the New Master Agreement will be substituted for the existing Master Agreement for the remainder of the Term, and the terms and conditions of the New Master Agreement shall supersede and replace the terms of the existing Master Agreement. In the event the Master Agreement is terminated or expires and is not renewed prior to the expiration of the Term, and T-Mobile does not enter into a New Master Agreement, then Customer and T-Mobile will: (i) mutually agree to amend this Agreement in order to transition it under another available master agreement to be substituted for the Master Agreement; or (ii) enter into a mutually agreeable alternative agreement to be substituted for the Master Agreement.
- (c) Notwithstanding anything to the contrary in this Agreement, following the expiration of a line's Service Period, T-Mobile will continue to provide the Services to Customer for such line under the pricing, discounts and other terms and conditions set forth in this Agreement, or, with 30 days' advance notice to Customer, at standard list pricing, until either party provides 30 days' advance written notice to terminate the Service for such line.

**3. Offer/Pricing. Mobile Rate Plan includes Mobile Device as listed below:**

- Discounted or free mobile Internet devices dependent on rate plan as described below.

Rate Plan	Monthly Recurring Charge/Line*	Features	Device Subsidy/line**
EmpowerED 2.0 Program Unlimited High Speed Mobile Internet  SOC: GEEDMI15	\$15.17	<ul style="list-style-type: none"><li>•Unlimited High Speed Data</li><li>•Unlimited Messaging</li><li>•Binge On</li><li>•Domestic data roaming (200MB/mo.)</li><li>•Simple Global</li><li>•Stateside International Unlimited Texting</li><li>•Music Freedom</li><li>•All recurring taxes and fees included in MRC</li><li>•During congestion, customers on this plan using &gt;50GB/mo. may notice reduced speeds until next bill cycle due to data prioritization.</li></ul>	\$0 net subsidized Device price to Customer - 100% discount off pre-subsidy cost of Device  (Pre-subsidy cost of Device – \$90 Franklin T10)

- \* Prices above do not include applicable taxes and surcharges; not qualified for any further aggregate volume discount.  
 \*\* Discounted/subsidized Device offer is subject in all cases to inventory availability.

**4. Total Order.** Customer agrees to order the following lines of Service and, if applicable, Devices. Amounts below do not include any applicable taxes and surcharges:

Total # of Lines of Service <sup>1</sup>	Rate Plan	Service Period Length (months)	Total Service Charge for Term	Pre-Subsidy Cost per Device	Total Pre-Subsidy Cost of Devices	Total Subsidy Amount to Customer under T-Mobile EmpowerED Program (Subsidy from Section 3 x # of Lines)	Total Customer Commitment for Service and Device for the Term of the Agreement <sup>2</sup>
4,120	\$15.17  SOC: GEEDMI15	24	\$1,500,009.60	\$90  Franklin T10	\$370,800.00	\$370,800.00	\$1,500,009.60

<sup>1</sup>Customer renewed 232 lines of Service under Billing Account Number ("BAN") 971471262 pursuant to the Amendment to the T-Mobile Renewal Agreement dated November 6, 2024 (T-Mobile CLM #3288810). The 232 lines of Service will remain active under BAN 971471262 and are incorporated into this Agreement. In addition, Customer activated 3,888 lines of Service under the same BAN on/around November 2024 through August 2025 without an executed agreement between the Parties. These 3,888 lines are now being renewed and incorporated under this Agreement and will remain under BAN 971471262.

<sup>2</sup>"Total Customer Commitment for Service and Device for Term of the Agreement" is equal to (i) the "Total Service Charge for Term," plus (ii) the "Total Pre-Discount/Subsidy Cost of Device," minus (iii) the "Total Subsidy Amount to Customer under T-Mobile EmpowerED Program."

**5. (a) Requirements to qualify for Device Discount/Subsidy; Clawback.**

- For the Device Discount/Subsidy to be effective, Customer must purchase a Device from T-Mobile with an activated line of Service based on the rate plan listed above under its Master Account. Each line of Service must be activated and maintained for the entire Service Period applicable to such line, without any suspension or termination of any line of Service that received the Device Discount/Subsidy (except as provided below in this subsection (a)).
- Customer agrees that it cannot change or move the lines of Service with a Device Discount/Subsidy to a different or lower Rate Plan during the applicable Service Period and if it does, Customer will reimburse T-Mobile for the Device Discount/Subsidy received, as set forth in subsection (c) below.
- Each line of Service and each Device purchased must be activated in accordance with the terms of the Master Agreement.
- This Device Discount/Subsidy cannot be combined with any other discount or promotional offers.
- Customer's account must remain in good standing with T-Mobile to receive the Device Discount/Subsidy.
- Lines of Service that are terminated or suspended (without reactivation) prior to the completion of their Service Period will be subject to repayment of the Device Discount/Subsidy as set forth below in subsection (c). Customer may suspend lines during the summer months while Customer is not in session; however, the Service Period for those lines of Service will be extended by the amount of time of any such suspension, and the months while the lines of Service are suspended will not qualify to meet the applicable Service Period.

**(b) Device Discount/Subsidy on Customer's Master Account.** Subject to the requirements in the subsection (a) above, T-Mobile will issue the Device Discount/Subsidy when Customer submits an order to T-Mobile under its Master Account.

**(c) Device Discount/Subsidy Term/Termination; Device Discount/Subsidy Repayment.** If any line of Service that received a Device Discount/Subsidy is terminated or suspended (without reactivation) prior to the end of its applicable Service Period, then Customer agrees to reimburse T-Mobile a pro rata portion of the Device Discount/Subsidy equal to: (i) 1/24<sup>th</sup> of the discounted or subsidized amount, multiplied by (ii) the number of months remaining in the applicable Service Period (i.e., the number of uncompleted months of the Service Period). T-Mobile will charge Customer the repayment amount of the Device Discount/Subsidy for each line of Service terminated before the end of the applicable Service Period on Customer's monthly bill.

6. **Privacy.** If Customer allows end users under the age of 13 to use the Services, Customer and T-Mobile agree to the terms and representations contained in the “COPPA Notice Addendum” attached as Exhibit A to this Agreement. Customer, and not T-Mobile, will be fully responsible for any claims relating to Customer’s failure to: (i) properly notify eligible students about any data collection and/or monitoring of use of the Services and Devices; or (ii) collect any necessary consent relating to an eligible student’s use of the Services and Devices.
7. **Prepayment.** Customer may, at its option, prepay in whole or in part Customer’s total fee commitment for Services and Devices ordered under this Agreement. With respect to any such prepayment (or any other related payment), Customer is solely responsible for ensuring Customer’s compliance with all applicable Federal, State and Local funding source and procurement laws, rules and regulations (including, without limitation, laws, rules and regulations under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, and Customer represents and warrants compliance with the same.
8. **Primary Contacts:** The primary contact individuals for this Agreement are as follows (or their named successors):

**T-Mobile/Contractor:**

Name:	David Bezzant, Vice President, T-Mobile For Government
Address:	c/o T-Mobile USA, Inc., 12920 SE 38 <sup>th</sup> Street, Bellevue, WA 98006
Telephone:	(425) 383-4000
Email:	<a href="mailto:David.Bezzant@T-Mobile.com">David.Bezzant@T-Mobile.com</a>

**For Legal Notice – send a copy to:**

Name:	Legal Department – Sales & Distribution, T-Mobile USA, Inc.
Address:	12920 SE 38 <sup>th</sup> Street, Bellevue, WA 98006

**Customer:**

Name of School/ Contact Name:	California Online Public Schools / Bernie Jamero
Address:	33272 Valle Road, San Juan Capistrano, CA 92675
Telephone:	909-580-8297
Email:	<a href="mailto:bjamero@californiaops.org">bjamero@californiaops.org</a>

This Agreement is executed by each Party’s authorized representative as of the Agreement Effective Date.

<b>Customer: California Online Public Schools</b>	<b>Contractor: T-Mobile USA, Inc.</b>
Signature:	Signature:
Printed Name:	Printed Name:
Title:	Title:
Date:	Date:
	Reviewed and Acknowledged:  _____ T-Mobile USA, Inc. Legal Representative

## **EXHIBIT A**

### **COPPA Notice Addendum**

T-Mobile is providing Customer with direct notice of its data collection, use and disclosure practices set forth below that relate to the Service(s). Customer has read this notice, consents on behalf of parents and guardians of children under 13 to the collection, use and disclosure practices described below, and authorizes T-Mobile to engage in such practices.

#### **Direct Notice of T-Mobile's Data Collection, Use, and Disclosure Practices**

We need your consent to collect personal information from your child(ren) in connection with the T-Mobile for Education service. We will not collect, use, or disclose any personal information from children under 13 if you do not provide such consent. This privacy notice describes the personal information we collect and how we use it. The Federal Trade Commission has stated that a district or school may consent to such data collection, use, and disclosure on behalf of the parent or guardian to the extent such data collection, use, and disclosure is to provide services solely for the benefit of the school.

T-Mobile intends to collect the following personal information from your child(ren):

- **Data Usage:** T-Mobile tracks quantity of broadband internet data usage to have that usage total counted against applicable data usage/streaming limits, if any. As part of delivering this service, T-Mobile also receives the IP address associated with the websites visited.
- **Unique identifiers:** T-Mobile collects a device and network identifier to authenticate the device on our network and provide the service.
- **Bandwidth data:** T-Mobile may share device-level bandwidth data with the educational institution at the educational institution's specific request, to allow the educational institution to stay informed on devices that exceed applicable data usage/streaming limits.

T-Mobile uses this personal information only to provide internet connectivity and perform internal analytics. T-Mobile may disclose this personal information to its service providers for assistance in delivering the service, and they must treat this information as confidential and use it only for the purposes for which T-Mobile engaged them. T-Mobile may disclose this personal information to Customer upon Customer's request to assist in delivering and improving the services, and they must treat this information as confidential and use it only for those purposes. T-Mobile will not disclose information that may be associated with your child to any other entities.

Please be advised that T-Mobile provides connectivity to the general internet through the T-Mobile for Education service. That connectivity allows children to access websites that may involve data collection by third parties. T-Mobile is not responsible for the data collection activities of these third parties and you should carefully monitor your child's use of the service.

For more information, please visit "Our Privacy Policies" at <https://www.t-mobile.com/privacy-center/our-practices>.

# Coversheet

## Approval of Total Transportation Logistics, Inc. Agreement Payments (attached)

<b>Section:</b>	V. Action Items
<b>Item:</b>	C. Approval of Total Transportation Logistics, Inc. Agreement Payments (attached)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Total Transportation BIM Contracts Over \$20K - CalOPS.pdf Signed_Warehouse_Agreement_CAPOS_2025.pdf



Board Information Memo (BIM)  
for New Contracts Over \$20k

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**SUBJECT:** Total Transportation Logistics Agreement

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**Category** (*Contract Approval, Policy, Personnel, General Approval. etc.*): Contract Approval

**Date:** 12/4/25

**Reason for Board Consideration** (*Fiscal Policy, State Requirement, etc.*): Fiscal Policy

**Decision Type** (*Action Item, Information Only, etc.*): Action Item

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**Background** (*Brief Summary of Background Information*)

- a. Contract Term (Length): 12 month, starting 7/17/25
- b. Total Contracted Amount: Varies based on inventory
- c. Payment Schedule and Amounts: Monthly, varies based on inventory. Last 3 invoices have been,
- d. Additional Fees: A late fee of 2.5% will be assessed on the entire unpaid balance of the account if storage charges remain unpaid.
- e. Data Sharing Terms: All information provided by the school may not be shared or sold. Data provided is for the purpose of materials distribution only.
- f. Exit Clause: Expensed as needed/used. No contractual obligation to pay.

**Rationale** (*Why is this important and why is this coming to the Board*)



Total Transportation Logistics is the warehouse, which provides the services of accepting deliveries from our vendors that supply physical materials. Once received, they put the supplies into inventory. Then, based on our weekly requests, they ship the requested materials out to our students.

Current Vendors shipping to the warehouse:

Nasco - art kits for High School and K-8

EAI Education - math manipulatives - TK-5

Marshall Cavendish - Math books - TK -5

Jessica Kaminski - Math Books - TK

Norton & Co - AP Textbook - AP Eng Lit

Due to the invoices recently being more than 20k, we would like the board to approve future payment over \$20,000 within this agreement period.

**Evidence of Due Diligence:** *(Please attach quotes and/or proposals for three (3) vendors with the same specifications) NA,*

a. Compared Bid #1 Vendor Name:

i. Cost:

ii. Pros/Cons:

b. Comparative Bid #2 Vendor Name:

i. Cost:

ii. Pros/Cons:

c. Comparative Bid #3 Vendor Name:

i. Cost:

ii. Pros/Cons:

d. Which Comparative Bid do you recommend and why?

**Fiscal Impact:** *(Please reach out to the Director or Assistant Director of Finance for guidance)*

Budget Category:

<input type="checkbox"/> Curriculum Subject: _____	<input type="checkbox"/> Dues & Memberships	<input type="checkbox"/> Repairs & Maintenance
	<input type="checkbox"/> Marketing	<input type="checkbox"/> Insurance
<input type="checkbox"/> Textbooks	<input type="checkbox"/> Software	<input type="checkbox"/> Professional Development



## California Online Public Schools

<input type="checkbox"/> School Supplies	<input type="checkbox"/> Communications	<input type="checkbox"/> Educational Consulting
<input type="checkbox"/> Event Supplies	<input type="checkbox"/> IT	<input type="checkbox"/> Consulting
<input type="checkbox"/> Office Supplies	X Rent / Leases	<input type="checkbox"/> Professional Services
<input type="checkbox"/> Equipment ( <i>Staff or Student</i> )	<input type="checkbox"/> Facility Upgrades	<input type="checkbox"/> Other: _____

*Funding Source:*

X General Funds	<input type="checkbox"/> Special Education Funds	<input type="checkbox"/> Restricted (Specialized Funds)	<input type="checkbox"/> Federal Funds
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*Is this a new vendor? (If so, please complete a New Vendor Set-Up Form) No*



**California Online  
Public Schools**

**Potential Conflicts of Interest:** *(Disclose if the business has any connections to CalOPS board members, employees, or their family members, as this may present a potential conflict of interest under CalOPS policy.)*

**Recommendation/Board Action (if applicable):** Motion to approve the Total Transportation Logistics Agreement

**Prepared/Recommended/Approved By:**



**TOTAL  
TRANSPORTATION  
LOGISTICS**  
INCORPORATED



## TTL/OWL WAREHOUSE SERVICE AGREEMENT

This agreement is between TTL/OWL, whose address is 10 Longitude Way Corona, CA, and CA Online Public School for storage. Term is from July 17, 2025 for the length of 1 full year.

### RATES:

Regular Monthly Charges	Charge	Charged
<b>Drayage</b>		
Drayage	NA	
Pier Pass (if pulled during day time/or as required)	NA	
<b>Inbound</b>		
Inbound charge per pallet, Trailer or Partial	\$15.00	Per Pallet
Returns	\$25.00	Per Box
Restocking Fee (canceled orders)	\$25.00	Per Box
<b>Outbound Charges</b>		
BOL prep	\$20.00	Per BOL
Picking Master Cases if applicable	\$3.50	Per Box
Picking individual kits	\$1.75	Per unit
Small Package BOL prep for processing, UPS or Fed-X	\$4.25	Per Order
Outbound charge	\$15.00	Per Pallet
<b>Storage</b>		
Monthly Inventory Renewal Storage Charges	\$30.00	Per pallet per month
<b>Minimum Monthly Renewal Charge</b>	<u>\$500.00</u>	Per Month
<b>Materials</b>		
Pallets- Grade A	\$30.00	Per Pallet
Pallets- Grade B	\$25.00	Per Pallet
Master Boxes for Shipping	Cost Plus	20%
Shrink Wrap for pallets	\$6.50	Per Pallet (standard
		40x48x60
Labels	\$1.25	Per label
<b>Projects/Special Request/IT</b>		
QC /	\$12.00	Per Carton
Special Projects / 2nd Inventory within a year/ TBD	TBD	TBD at time of service
General Labor After hours	\$70.00	Per Man Hour
Weekend Labor (Saturday)	\$95.00	Per Man Hour
Supervisor Labor	\$105.00	Per Man Hour
<b>Transportation</b>		
Domestic Transportation	TBD	Per Tariff or Spot Quote Basis

- Ownership of Goods:** CA Online Public School (Depositor) has represented to the Company that the Depositor has the lawful possession of and legal right and authority to store all of the property being

7/17/2025



**TOTAL  
TRANSPORTATION  
LOGISTICS**  
INCORPORATED



deposited, in accordance with the provisions, limitations, terms and conditions herein set forth; and if there be any litigation concerning the property, the Depositor agrees to pay all Attorney fees, which Company may reasonably incur or become liable to pay in connection therewith. This Company shall have a lien on said property for all storage and other charges and for such costs and expenses.

2. **Terms of Payment:** Payments for storage and other charges are due and payable, each month, 30 days from invoice date. When goods are in storage for a fraction of a month, a full month's storage will be charged. A late fee of 2.5% will be assessed on the entire unpaid balance of the account if storage charges remain unpaid.
3. **Additions to Storage Lot:** Any additional goods hereafter designated by the Depositor to the Company for storage as a part of this lot while this agreement is outstanding shall be subject to the terms, limitations and conditions hereof.
4. **Liability of Company:** (a) It is agreed that said property be moved, packed, stored, shipped, forwarded or otherwise handled at customers risk with respect to damage, loss or delay caused by extremes of temperature, dampness of atmosphere, fire, acts of God or the public enemy, war, insurrection, strikes, labor trouble, riots, earthquake, nature of property or defect inherent vice therein, deterioration by time, termites, rodents, leakage and heat. The Company shall not be chargeable with knowledge of the contents of containers or the conditions therein.
5. **Insurance:** Goods are not insured by the company. Regardless of actual value, released valuation will be provided at no charge, not to exceed sixty (60) cents per pound, per article. The depositor agrees the value of all goods stored are sixty (60) cents per pound, per article. If insurance is desired the Depositor must make their own arrangements.
6. **Building – Watchman:** No warranty or representation is made that any of the Company's depositories are fireproof or that the goods stored therein cannot be destroyed by fire. The Company shall not be required to maintain a watchman.
7. **Handling out and access to Goods:** The goods deposited here-under will be ready for delivery during regular working days, on 24 hour notice from the Depositor or any other specified person on the Depositors behalf on presentation of written authority executed by said Depositor and providing that all storage and other charges owing to the Company are paid in full. A warehouse labor charge will be made for placing goods into storage and for removing to platform for delivery. An additional charge will be made for all access to the lot or partial deliveries of goods from the lot.
8. **Change of Address:** Notice of any change of address of the Depositor must be given by the Depositor to the Company, in writing and acknowledged in writing by the Company on the following monthly invoice and no notice of any change of address shall be valid or binding against the Company, if given in any other manner, and is hereby expressly understood and agreed that all notices of any nature to the Depositor shall be sent to the latest known address as shown on this agreement until such written notice of change is received by said Company, and acknowledged by it in writing on the following monthly invoice.
9. **Warehouse Lien:** This Company shall have a lien upon any and all property deposited with it by Depositor, or on the proceeds thereof in it's hand: for all lawful charges for storage and preservation of interest, transportation, labor, wrapping, weighing and all other charges and expenses in relation to such property, or any part thereof; and also for all reasonable charges and expenses for notice and advertisement of sale and for the sale of the property where default has been made in satisfying this Company's lien. This lien may be enforced by the Company at any time either by public or private sale of the goods with or without a judicial hearing.

7/17/2025



**TOTAL  
TRANSPORTATION  
LOGISTICS**  
INCORPORATED



**10. Time for Filing Claims – Arbitration:** (a) The Company shall not be liable for the loss, destruction, or damage to the goods or any part thereof unless a claim in writing therefor is presented to the Company within fifteen (15) days after the delivery of the goods or refusal of demand therefor or within thirty (30) days after written notice of the loss or damage to the goods is provided to the Depositor. (b) Any disputes or claim arising out of or for the breach of this agreement or in connection with the property stored hereunder, whether founded in tort or contract, shall be settled by Arbitration under the Arbitration Law of this state and under the rules of the American Arbitration Association, provided, however, that upon any such arbitration, the arbitrator may not vary, modify or disregard the provisions contained herein, including those respecting the declared or agreed valuation of the goods and the limitation of liability of the Company. The award may be entered as a judgment of a court of record in the county where the award is made. The Depositor and the Company shall share equally the cost of arbitration. Court costs shall be borne by the losing party.

It is hereby agreed that this document constitutes the whole contract between the parties and that there are no other terms, warranties, representations or agreements of either Depositor or Company not herein contained.

The Depositor contracts and agrees, by the acceptance of this agreement, to all provisions, limitations, terms and conditions within this agreement. Rates may be adjusted at any time, with a 30 day notification.

Authorized Representative for TTL/OWL:

Authorized Representative for CA Online Public School:

Richie Romero 949-461-1667

\_\_\_\_\_  
Name/Phone Number

\_\_\_\_\_  
Name/Phone Number

\_\_\_\_\_  
Signature

Signed by:  
  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

07/18/2025  
\_\_\_\_\_  
Date

7/17/2025

# Coversheet

## Approval of SoftMSP Software Development Contract Amendment (attached)

<b>Section:</b>	V. Action Items
<b>Item:</b>	D. Approval of SoftMSP Software Development Contract Amendment (attached)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	SoftMSP Addendum Contract BIM Report Dec 9 2025.pdf RISE Amendment to Review v2 (MW Redlined 11-20-2025).docx.pdf

## **Board Information Memo**

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**SUBJECT: SoftMSP Service Contract Addendum**

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**Category (Contract Approval, Policy, Personnel, General Approval. etc.): Contract Addendum Approval**

**Date: Dec 1 2025**

**Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Approval of long term financial agreement**

**Decision Type (Action Item, Information Only, etc.): Action Item**

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### **Background (Brief Summary of Background Information):**

This memo provides a summary of Amendment No. 1 to the Software Development Agreement between SoftMSP LLC and California Online Public Schools (CalOPS). The amendment revises financial terms and support timelines related to the RISE software platform while maintaining the original project scope, deliverables, and development timeline.

### **Rationale (Why is this important and why is this coming to the Board):**

The addendum enhances transparency and accountability by clearly defining payment terms, support responsibilities, and long-term pricing. It also protects CalOPS from potential risks associated with vendor acquisition and ensures the district receives all platform enhancements at no added cost. These changes strengthen CalOPS' position and ensure continued delivery of services under terms that are sustainable and fiscally responsible.

### **Evidence of Due Diligence:**

Staff reviewed the financial terms, implementation timeline, and long-term pricing contained in the addendum, consulted with legal counsel, and confirmed alignment with project needs and industry standards. Based on this review, staff determined the amendment is appropriate and beneficial to CalOPS.



**Fiscal Impact:**

- Predictable and stable development cost through FY25–26 (\$850,000).
- Fixed support cost of \$190,000 covering FY26–28.
- Long-term price stability beginning FY28–29 through a locked per-student rate for ten years. SoftMSP will lock the per-student fee at **\$0.70 per student per month for 10 years** (2028–2038).
- All non-custom enhancements, upgrades, and new features will be provided at no additional cost through this period.

**Recommendation/Board Action (if applicable): Approval**

It is recommended that the Board **approve Amendment No. 1 to the Software Development Agreement between California Online Public Schools (CalOPS) and SoftMSP LLC**, including all financial terms, updated support timelines, long-term pricing commitments, and contractual protections outlined in the addendum. Approval of this amendment will ensure continued development of the RISE platform, provide clear cost predictability, and secure long-term service and pricing stability for CalOPS.

**Prepared/Recommended/Approved By:**

**Stephen E. Ford**  
**Assistant Superintendent Operations**  
**CalOPS**

TO THE SOFTWARE DEVELOPMENT AGREEMENT  
BY AND BETWEEN SOFTMSP LLC AND  
CALIFORNIA ONLINE PUBLIC SCHOOLS (CalOPS)

This **Amendment No. 1** (“**Amendment**”) is made and entered into by and between **SoftMSP LLC**, a limited liability company organized under the laws of the State of California (“**SoftMSP**”), and **California Online Public Schools**, a California nonprofit public benefit corporation (“**CalOPS**”). SoftMSP and CalOPS are sometimes hereinafter referred to individually as a “**Party**” and collectively as the “**Parties**.”

This Amendment modifies certain terms of the Software Development Agreement executed by the Parties on May 23, 2025 (“**Agreement**”). All capitalized terms not otherwise defined herein shall have the meanings set forth in the Agreement.

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## RECITALS

- A. The Parties entered into the Agreement for the design, development, and delivery of the RISE software platform and associated services.
- B. The Parties desire to amend certain financial, support, and long-term pricing provisions of the Agreement while leaving all other terms, conditions, obligations, timelines, and deliverables unchanged.
- C. The Parties wish to memorialize these modifications through this Amendment.

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

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## 1. No Modification to Start Date or Scope

This Amendment shall **not** alter, modify, extend, reduce, or otherwise impact the original development project start date or the Scope of Work set forth in the Agreement. All such provisions remain fully valid, binding, and enforceable. Notwithstanding, the license and support term described in Section 2 of the Agreement as commencing on May 1, 2025 shall instead commence on May 1, 2026 in accordance with Section 4 of this Amendment.

## 2. Development Cost and Payment Terms

2.1 The total development cost for the RISE software platform is hereby confirmed as **Eight Hundred Fifty Thousand Dollars (\$850,000)** (“Development Cost”). The aforementioned Development Cost shall replace the original “total cost of the development project” as described in Section 4 of the Agreement.

2.2 The Development Cost shall be payable in **twelve (12) equal monthly installments**, each in the amount of **Seventy Thousand Eight Hundred Thirty-Three Dollars and Thirty-Three Cents (\$70,833.33)**. The aforementioned monthly installment amounts shall replace the original monthly installment payments described in Section 4 of the Agreement.

2.3 Monthly invoices shall be issued according to the billing procedures established in the Agreement, and CalOPS shall remit payment in accordance with the payment timelines therein.

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### 3. Development Term Affirmation

The Parties reaffirm that the development cycle shall conclude on **April 30, 2026**. No term of this Amendment shall be construed as an extension or modification of the development period.

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### 4. Support Term and Initial Support Payment

4.1 The full-time support and maintenance cycle for the RISE platform (“Support Term”) shall commence on **May 1, 2026** and shall continue for a period of **twenty-four (24) months**, expiring on **April 30, 2028**.

4.2 At the commencement of the Support Term, CalOPS shall remit to SoftMSP a one-time support payment of **One Hundred Ninety Thousand Dollars (\$190,000)**. This payment shall cover all support services for the duration of the Support Term.

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### 5. Post-Support Term Pricing and Baseline Enrollment

5.1 Upon the expiration of the Support Term, SoftMSP shall deliver to CalOPS a written proposal for ongoing support services to be provided during the period following the expiration of the Support Term (the “Post-Support Term”), to be priced on a **per-student basis**

(“Per-Student Fee”).

5.2 The initial Post-Support Term shall commence on May 1, 2028 and expire on April 30, 2029. Thereafter, the Post-Support Term shall automatically renew for successive one-year periods unless CalOPS provides notice of nonrenewal to SoftMSP at least thirty (30) days prior to the expiration of the then current Post-Support Term.

5.3 The Per-Student Fee shall apply to the **total number of actively enrolled students at CalOPS as of the date the proposal is issued** (“Baseline Enrollment”). The aforementioned proposal shall be delivered to CalOPS by **September 1** of each year during the Post-Support Term.

5.4 The Baseline Enrollment figure shall be **locked** for the subsequent support period and shall constitute the minimum number of students for which CalOPS shall be invoiced. Baseline Enrollment shall be recalculated each contract year unless CalOPS elects otherwise.

5.5 Any increase in student enrollment above the Baseline Enrollment shall be invoiced at the Per-Student Fee established in Section 6.1 of this Amendment.

**Illustrative Example:** If the Baseline Enrollment is determined to be 10,000 students, CalOPS shall be invoiced for 10,000 students. If enrollment increases, each additional student shall be invoiced at the applicable Per-Student Fee.

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## 6. Long-Term Price Protection and Feature Entitlement

6.1 SoftMSP hereby agrees to lock the Per-Student Fee at **Seventy Cents (\$.70)** per student per month, no additional increase will apply for a period of **ten (10) consecutive years**, commencing on **May 1, 2028** (“Price Protection Period”). SoftMSP may not terminate, decline to renew, or materially alter the terms of service during the 10-year Price Protection Period except for (i) material breach by CalOPS, or (ii) mutual written agreement.

6.2 During the Price Protection Period, SoftMSP shall provide to CalOPS, at **no additional cost**, all new non-custom features, enhancements, upgrades, patches, improvements, and functionalities developed for the RISE platform and made generally available to other clients.

6.3 Notwithstanding the foregoing, SoftMSP shall have no obligation to develop or deliver any custom features, custom integrations, or bespoke modifications absent (i) a mutually executed Scope of Work; and (ii) written agreement on all associated fees, timelines, deliverables, and acceptance criteria.

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## 7. Successor and Assignment; Continuity Upon Acquisition

7.1 In the event that SoftMSP, the RISE software, or any substantial portion thereof is acquired, merged, transferred, assigned, consolidated, reorganized, or otherwise absorbed by another entity, whether through asset purchase, stock purchase, merger, or similar transaction (“Successor Entity”), the Successor Entity shall automatically and without further action:

- (a) assume all rights, duties, responsibilities, and obligations of SoftMSP under the Agreement and this Amendment;
- (b) be bound by all pricing, support, service, and feature-delivery obligations;
- (c) honor all timelines, commitments, warranties, guarantees, and protections afforded to CalOPS; and
- (d) be prohibited from modifying, nullifying, diminishing, or renegotiating any such obligations without the **prior written consent of CalOPS**.

7.2 This Section shall survive any assignment, transfer, disposition, or change in control of SoftMSP or the RISE platform and shall be binding upon all successors and assigns in perpetuity. However, CalOPS may terminate the Agreement upon a change of control if the Successor Entity cannot demonstrate equivalent financial stability, security compliance, or service capability.

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## 8. Ratification

Either Party may terminate this Agreement for cause upon thirty (30) days’ prior written notice if the other Party commits a material breach of this Agreement—including, without limitation, SoftMSP’s failure to perform its obligations in a material manner or CalOPS’ failure to provide timely feedback, information, approvals, or participation reasonably required for SoftMSP to resolve issues or design, refine, or deliver a feature—and fails to cure such breach within thirty (30) days after receiving written notice specifying the breach in reasonable detail. No termination for cause shall be effective unless the breaching Party has been afforded a meaningful opportunity to cure.

### **(a) Termination During the Development Term.**

If CalOPS terminates this Agreement during the Development Term due to SoftMSP’s uncured material breach, any remaining unpaid monthly installments of the Development Cost shall cease to be payable as of the effective date of termination. For clarity, no refund or reimbursement shall be owed by SoftMSP for any portion of the Development Cost already paid by CalOPS.

**(b) Termination During the Support Term.**

If CalOPS terminates this Agreement during the Support Term solely due to SoftMSP's uncured material breach, CalOPS shall be entitled to a refund only of the unamortized portion of the one-time \$190,000 initial support payment. The \$190,000 shall be deemed amortized on a straight-line basis over the twenty-four (24) month Support Term, and the refundable amount shall be calculated by dividing the \$190,000 into twenty-four (24) equal monthly amounts and prorating based on the months remaining as of the effective date of termination.

**(c) Insolvency.**

Either Party may terminate this Agreement immediately upon written notice if the other Party becomes insolvent, makes an assignment for the benefit of creditors, or files for or becomes subject to bankruptcy, receivership, or similar proceedings. SoftMSP may immediately suspend services upon providing such notice.

**(d) CalOPS Termination Without Cause During the Development Term.**

During the Development Term (May 1, 2025 through April 30, 2026), CalOPS may terminate this Agreement without cause upon written notice to SoftMSP. In such event, CalOPS shall remain fully responsible for paying the entire remaining unpaid balance of the Development Cost, which shall become immediately due and payable upon termination.

**(e) CalOPS Termination Without Cause During the Support Term or Post-Support Term.**

During the Support Term or any Post-Support Term, CalOPS may terminate this Agreement without cause by providing ninety (90) days' prior written notice to SoftMSP. No refund, credit, or proration of any fees (including the \$190,000 initial support payment) shall be owed by SoftMSP in connection with a termination without cause.

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## 9. Authority

Each Party represents and warrants that the individual signing this Amendment on its behalf is duly authorized to execute this Amendment and to bind such Party to its terms.

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## 10. Counterparts and Electronic Signatures

This Amendment may be executed in one or more counterparts, each of which shall be deemed an original and all of which shall constitute one and the same instrument. Signatures transmitted electronically or by digital execution shall be deemed valid and binding.

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**IN WITNESS WHEREOF, the Parties have  
executed this Amendment as of the dates set  
forth below.**

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**SOFTMSP LLC**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

**CALIFORNIA ONLINE PUBLIC SCHOOLS (CalOPS)**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

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# Coversheet

## Approval of Hartford Liability Insurance (attached)

<b>Section:</b>	V. Action Items
<b>Item:</b>	E. Approval of Hartford Liability Insurance (attached)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Hartford Worker's Comp Audit Invoice Memo (Dec. 9, 2025) (5).pdf





## Board Information Memo

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**SUBJECT:** Hartford Worker's Comp Audit Invoice

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**Category** (Contract Approval, Policy, Personnel, General Approval. etc.): **General Approval**

**Date:** 12/9/25

**Reason for Board Consideration** (Fiscal Policy, State Requirement, etc.): **Fiscal Policy - Expense over \$20K**

**Decision Type** (Action Item, Information Only, etc.): **Action Item**

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**Background** (Brief Summary of Background Information):

A Worker's Compensation audit was conducted in the last few months which resulted in findings that suggest CalOPS actual exposure during the policy period was higher than the estimated exposure CalOPS paid for initially. An invoice was generated with the resulting balance due of \$223,123.00 with a payment due date of Dec. 1, 2025 (attached)

**Rationale** (Why is this important and why is this coming to the Board):

The Board is requested to review and approve the payment. Further, a discussion has ensued with the Newfront Team to re-evaluate and better align with payroll the Worker's Compensation insurance so as to minimize the impact after the Worker's Comp Audit next year.

**Evidence of Due Diligence:**

Charter Impact was consulted to review the Audit results (attached) with regards to payroll. While a few discrepancies were noted, overall it was found to be generally accurate.

**Fiscal Impact:**

\$223,123.00 will be paid to Hartford. Once a new endorsement has been created from the carrier to better align with payroll expectations, a revised estimated exposure invoice may be sent to CalOPS.

**Potential Conflicts of Interest:** N/A

**Recommendation/Board Action (if applicable):** Motion to approve the Hartford Liability Insurance Invoice

**Prepared/Recommended/Approved By:** Prepared by Tracy Le, Assistant Director of Human Resources. Presented by Steve Ford, Assistant Superintendent.



Bill Date: 11/10/25

## Pay The Minimum By The Due Date

Bill Account Number	17143054
Due Date	12/01/25
Minimum Due	\$223,123.00
Balance	\$223,123.00

## Need Help?

Visit [business.thehartford.com](http://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.

## Your Upcoming Bill Installments

Due Date	Minimum Due
12/01/25	\$223,123.00

## Billing Details For Your Policies

Policy Number	Policy Type	Policy Period	Policy Status	Bill Plan	Balance	Minimum Due
57WBAD4FAB	Workers Compensation	07/01/24-07/01/25	Expired		\$223,123.00	\$223,123.00
57WBAD4FAB	Workers Compensation	07/01/25-07/01/26	Active	12 Pay	\$0.00	\$0.00
<b>TOTALS</b>					<b>\$223,123.00</b>	<b>\$223,123.00</b>

## Transactions And Other Charges Since Your Last Bill

Transaction Date	Transaction Detail	Policy Number	Policy Type	Payments and Activity	Billing Fees
07/28/25	Payment Received			-\$225,708.00	
07/28/25	Installment Fee Reversed			-\$8.00	

Continued on next page...

Pay your bill online at [business.thehartford.com](http://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	12/01/25
Minimum Due	\$223,123.00
Balance	\$223,123.00

## Mail Payments To:

The Hartford  
P O Box 660916  
Dallas, TX 75266-0916

AB 01 001867 24440 H 9 B

CALIFORNIA ONLINE PUBLIC SCHOOLS  
33272 VALLE RD  
SAN JUAN CAPISTRANO, CA 92675-4842



5717143054475569360002231230000022312300810004



October 29, 2025

California Online Public Schools  
33272 VALLE RD  
SAN JUAN CAPISTRANO, CA 92675-4842

Policy Number: 57 WB AD4FAB  
Policy Period: 07/01/2024 – 07/01/2025

Dear Policyholder,

Thanks for completing your premium audit.

We've attached our audit statement with this letter. It's not a bill—you'll get that later. In the meantime, the statement will show you a comparison of your estimated policy costs vs. the actual numbers you reported.

If you overpaid, we'll pay back some of your premium. You'll get the amount as a credit to your account. If the total credit is bigger than your bill, we'll send you a check for the difference.

If you owe money, the entire amount that you owe will be included on your next scheduled bill. We'll expect payment in full to close out this past policy term. If you use automatic payments, we'll withdraw it on your next scheduled withdrawal date.

### **We're Here to Help**

If you have questions or need help, let us know. You can visit <https://thehartford.com/servicecenter> for more information about how premium audit works, including frequently asked questions. You can also call us at 1-866-467-8730 and follow the option for audit.

Thanks for choosing us for your business insurance needs.

Sincerely,

The Hartford

## STATEMENT OF PREMIUM ADJUSTMENT - Final Audit



**Policy Number:** 57 WB AD4FAB  
**Named Insured and Mailing Address:**  
 California Online Public Schools  
 33272 VALLE RD  
 SAN JUAN CAPISTRANO, CA 92675-4842  
**Direct Bill Account #:** 17143054

**Sentinel Insurance Company Ltd.**  
**Policy Period:** 7/1/2024- 7/1/2025  
**Audit Period:** 7/1/2024 - 7/1/2025  
**Producer:** NEWFRONT INSURANCE SERVICES  
**Producer Code:** 57556936  
**Issuance Date:** 10/29/2025

This document will show you a summary of your insurance costs for this policy, based on your recent premium audit. It's not a bill.

**PREMIUM AUDIT SUMMARY**

<b>Original Estimated Premium</b>	<b>\$228,481.00</b>
<b>Audited Actual Premium</b>	<b>\$427,153.00</b>
<b>Taxes and Surcharges</b>	<b>\$24,451.00</b>
<b>Total Audited Cost</b>	<b>\$451,604.00</b>
<b>Premium Variance</b>	
<b>Additional Premium</b>	<b>\$223,123.00</b>

**STATEMENT OF PREMIUM ADJUSTMENT  
THIS IS NOT A BILL**

This Statement of Premium Adjustment compares the estimated cost from the beginning of your last policy term to your actual numbers from the end. It shows you how we adjusted your premium based on that comparison. If you owe us additional money at the end of your policy term, the amount will appear on your next regular bill. If you overpaid, we'll return some of your premium.

**ENTITY, LOCATION AND STATE**

<b>Entity</b>	<b>Estimated Annual Exposure</b>	<b>Audited Annual Exposure</b>	<b>Net Difference</b>
ALPAUGH ACADEMIES Loc 1 (04)	\$26,509,066.00	\$52,557,546.00	
California Online Public Schools			
Loc 10 (36)	\$278,785.00	\$417,745.00	
Loc 11 (42)	\$525,581.00	\$1,838,685.00	
Loc 12 (45)	\$68,309.00	\$135,238.00	
Loc 13 (46)	\$0.00	\$349,905.00	
Loc 14 (47)	\$90,821.00	\$0.00	
Loc 15 (25)	\$70,349.00	\$251,545.00	
Loc 16 (43)	\$124,338.00	\$254,170.00	
Loc 17 (31)	\$166,518.00	\$195,735.00	
Loc 18 (01)	\$1.00	\$132,520.00	
Loc 19 (16)	\$1.00	\$115,034.00	
Loc 2 (27)	\$349,384.00	\$252,000.00	
Loc 20 (22)	\$1.00	\$130,680.00	
Loc 21 (24)	\$1.00	\$130,344.00	
Loc 22 (41)	\$1.00	\$538,866.00	
Loc 23 (48)	\$1.00	\$115,951.00	

**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

<b>Entity</b>	<b>Estimated Annual Exposure</b>	<b>Audited Annual Exposure</b>	<b>Net Difference</b>
Loc 3 (02)	\$156,755.00	\$866,437.00	
Loc 4 (05)	\$225,920.00	\$250,153.00	
Loc 5 (06)	\$71,937.00	\$150,793.00	
Loc 6 (09)	\$67,939.00	\$0.00	
Loc 7 (10)	\$72,647.00	\$306,148.00	
Loc 8 (11)	\$534,971.00	\$1,052,334.00	
Loc 9 (30)	\$74,222.00	\$140,112.00	
<b>Total Premium</b>	<b>\$228,481.00</b>	<b>\$451,604.00</b>	<b>\$223,123.00</b>

**Estimated Annual Exposure** shows your estimated payroll and insurance cost for this policy term. Each line in the table shows the estimated payroll for that line. The bottom line (Total Premium) shows your estimated insurance cost based on those numbers. The numbers include your original estimate from the start of your policy term, plus any endorsements you've added.

**Audited Annual Exposure** shows your actual payroll and insurance cost for this policy term. Each line in the table shows the actual payroll for that line. The bottom line (Total Premium) shows your actual insurance cost, based on the audit.

**Net Difference** is the difference between your estimated costs and your actual audited costs. If you see a "-" before this number, it means a credit back to your account. If not, you may owe additional premium. Please refer to your bill to see the final amount and how it's applied to your account.

**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	AL (01)				
<b>Location:</b>	18 - AL				
<b>Co. Code:</b>	7 - Twin City Fire Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$132,520.00	0.8800	\$1,166.00

<b>AL - Other Premium Taxes and Surcharges</b>					
		EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$260.00
		EMP LIAB INCREASED LIMITS	\$0.00	0.0140	\$16.00
		PREMIUM DISCOUNT		0.0460	-\$42.00
		TERRORISM RISK INSURANCE	\$132,520.00	0.0200	\$27.00
		PROGRAM REAUTHORIZATION ACT			
		DISCLOSURE ENDORSEMENT			
		CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$132,520.00	0.0400	\$53.00

<b>AL Total Cost</b>	<b>\$960.00</b>
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<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	AZ (02)				
<b>Location:</b>	3 - 335 E GERMANN RD STE 140 GILBERT AZ 85297-2920				
<b>Co. Code:</b>	7 - Twin City Fire Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$866,437.00	0.2400	\$2,079.00

<b>AZ - Other Premium Taxes and Surcharges</b>					
		WAIVER OF SUBROGATION	\$0.00	0.0200	\$250.00
		EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$23.00
		EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$517.00
		PREMIUM DISCOUNT		0.0570	-\$105.00
		TERRORISM RISK INSURANCE	\$866,437.00	0.0100	\$87.00
		PROGRAM REAUTHORIZATION ACT			
		DISCLOSURE ENDORSEMENT			
		CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$866,437.00	0.0100	\$87.00

<b>AZ Total Cost</b>	<b>\$1,904.00</b>
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**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

<b>Insured:</b>	ALPAUGH ACADEMIES				
<b>State:</b>	CA (04)				
<b>Location:</b>	1 - 580 N WILMA AVE RIPON CA 95366-9514				
<b>Co. Code:</b>	A - Sentinel Insurance Company Ltd.				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8875	PUBLIC COLLEGES OR SCHOOLS - ALL EMPLOYEES - INCLUDING CAFETERIA, CLERICAL OFFICE EMPLOYEES, CLERICAL TELECOMMUTER EMPLOYEES AND OUTSIDE SALESPERSONS	\$52,557,546.00	1.3500	\$709,527.00

<b>CA - Other Premium Taxes and Surcharges</b>					
		WAIVER OF SUBROGATION	\$0.00	0.0200	\$14,191.00
		CA TERRITORIAL DIFFERENTIAL	\$0.00	0.9980	-\$1,419.00
		SCHEDULE RATING FACTOR	\$0.00	1.0200	\$7,945.00
		EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.5500	-\$325,035.00
		PREMIUM DISCOUNT		0.0460	-\$18,640.00
		TERRORISM RISK INSURANCE	\$52,557,546.00	0.0200	\$10,512.00
		PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT			
		CA USER FUND		2.4604	\$9,770.00
		CA FRAUD		0.4122	\$1,637.00
		CA UNINSURED EMPLOYERS BENEFIT TRUST FUND		0.1505	\$598.00
		CA SUBSEQUENT INJURIES BENEFIT TRUST FUND ASSESSMENTS		1.5891	\$6,310.00
		CA OCCUPATIONAL SAFETY & HEALTH FUND		0.7266	\$2,885.00
		CA LABOR ENFORCEMENT & COMPLIANCE FUND		0.7109	\$2,823.00

<b>CA Total Cost</b>	<b>\$421,104.00</b>
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<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	CO (05)				
<b>Location:</b>	4 - CO				
<b>Co. Code:</b>	6 - Hartford Underwriters Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$250,153.00	0.9500	\$2,376.00

<b>CO - Other Premium Taxes and Surcharges</b>					
		WAIVER OF SUBROGATION	\$0.00	0.0200	\$250.00
		EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$26.00

**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$583.00
	PREMIUM DISCOUNT		0.0460	-\$95.00
	TERRORISM RISK INSURANCE	\$250,153.00	0.0140	\$35.00
	PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT			
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$250,153.00	0.0200	\$50.00
	DIVIDENDS/PARTICIPATING PROGRAM		4	-\$83.00

<b>CO Total Cost</b>	<b>\$1,976.00</b>
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<b>Insured:</b> California Online Public Schools					
<b>State:</b> CT (06)					
<b>Location:</b> 5 - CT					
<b>Co. Code:</b> 7 - Twin City Fire Insurance Company					
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$150,793.00	0.7700	\$1,161.00

<b>CT - Other Premium Taxes and Surcharges</b>				
	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$313.00
	WAIVER OF SUBROGATION	\$0.00	0.0200	\$250.00
	EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$13.00
	PREMIUM DISCOUNT		0.0460	-\$51.00
	TERRORISM RISK INSURANCE	\$150,793.00	0.0250	\$38.00
	PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT			
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$150,793.00	0.0300	\$45.00
	CONNECTICUT SPECIAL ASSESSMENT FUND (CBAI A8)		2.3000	\$26.00
	SURCHARGE			
	CT 2ND INJURY FUND		2.2500	\$26.00

<b>CT Total Cost</b>	<b>\$1,195.00</b>
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<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	FL (09)				
<b>Location:</b>	6 - FL				
<b>Co. Code:</b>	7 - Twin City Fire Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL EMPLOYEES & CLERICAL	\$0.00	0.3500	\$0.00



**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

<b>FL - Other Premium Taxes and Surcharges</b>				
	WAIVER OF SUBROGATION	\$0.00	0.0200	\$250.00
	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$55.00
	PREMIUM DISCOUNT		0.0570	-\$11.00
	TERRORISM RISK INSURANCE		0.0100	\$0.00
	PROGRAM REAUTHORIZATION ACT			
	DISCLOSURE ENDORSEMENT			

<b>FL Total Cost</b>	<b>\$184.00</b>
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<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	GA (10)				
<b>Location:</b>	7 - GA				
<b>Co. Code:</b>	7 - Twin City Fire Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$306,148.00	0.7200	\$2,204.00

<b>GA - Other Premium Taxes and Surcharges</b>				
	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$545.00
	EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$24.00
	WAIVER OF SUBROGATION	\$0.00	0.0200	\$250.00
	PREMIUM DISCOUNT		0.0460	-\$89.00
	TERRORISM RISK INSURANCE	\$306,148.00	0.0050	\$15.00
	PROGRAM REAUTHORIZATION ACT			
	DISCLOSURE ENDORSEMENT			
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$306,148.00	0.0400	\$122.00

<b>GA Total Cost</b>	<b>\$1,981.00</b>
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<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	ID (11)				
<b>Location:</b>	8 - ID				
<b>Co. Code:</b>	7 - Twin City Fire Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$1,052,334.00	0.5200	\$5,472.00

<b>ID - Other Premium Taxes and Surcharges</b>				
	EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$60.00
	WAIVER OF SUBROGATION	\$0.00	0.0200	\$250.00

**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$1,272.00
	PREMIUM DISCOUNT		0.0570	-\$257.00
	TERRORISM RISK INSURANCE	\$1,052,334.00	0.0100	\$105.00
	PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT			
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$1,052,334.00	0.0100	\$105.00

<b>ID Total Cost</b>	<b>\$4,463.00</b>
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**Insured:** California Online Public Schools  
**State:** KY (16)  
**Location:** 19 - UNK FRANKFORT KY 40601  
**Co. Code:** 7 - Twin City Fire Insurance Company

	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$115,034.00	0.4500	\$518.00

**KY - Other Premium Taxes and Surcharges**

	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$115.00
	EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$6.00
	PREMIUM DISCOUNT		0.0460	-\$19.00
	TERRORISM RISK INSURANCE	\$115,034.00	0.0050	\$6.00
	PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT			
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$115,034.00	0.0400	\$46.00
	KY TAX AND ASSESSMENT SURCHARGE		6.5300	\$29.00

<b>KY Total Cost</b>	<b>\$471.00</b>
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**Insured:** California Online Public Schools  
**State:** MN (22)  
**Location:** 20 - MN  
**Co. Code:** 7 - Twin City Fire Insurance Company

	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$130,680.00	0.9400	\$1,228.00

**MN - Other Premium Taxes and Surcharges**

	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$273.00
	EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$14.00
	PREMIUM DISCOUNT		0.0460	-\$45.00

**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

	TERRORISM RISK INSURANCE	\$130,680.00	0.0150	\$20.00
	PROGRAM REAUTHORIZATION ACT			
	DISCLOSURE ENDORSEMENT			
	MN SPECIAL COMPENSATION		3	\$30.00
	FUND ASSESSMENT (CBAI 72)			

<b>MN Total Cost</b>	<b>\$974.00</b>
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**Insured:** California Online Public Schools  
**State:** MO (24)  
**Location:** 21 - UNK JEFFERSON CITY MO 65101  
**Co. Code:** 7 - Twin City Fire Insurance Company

	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$130,344.00	0.6700	\$873.00

**MO - Other Premium Taxes and Surcharges**

	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$194.00
	EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$10.00
	PREMIUM DISCOUNT		0.0460	-\$32.00
	TERRORISM RISK INSURANCE	\$130,344.00	0.0110	\$14.00
	PROGRAM REAUTHORIZATION ACT			
	DISCLOSURE ENDORSEMENT			
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$130,344.00	0.0200	\$26.00
	MO SECOND INJURY FUND		3	\$21.00
	ASSESSMENT (CBAI 90)			

<b>MO Total Cost</b>	<b>\$718.00</b>
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**Insured:** California Online Public Schools  
**State:** MT (25)  
**Location:** 15 - 489 SWEETGRASS LN CORVALLIS MT 59828-9333  
**Co. Code:** 7 - Twin City Fire Insurance Company

	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$251,545.00	0.9000	\$2,264.00

**MT - Other Premium Taxes and Surcharges**

	EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$25.00
	WAIVER OF SUBROGATION	\$0.00	0.0200	\$250.00
	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$559.00
	PREMIUM DISCOUNT		0.0460	-\$91.00



**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$358.00
	EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$17.00
	WAIVER OF SUBROGATION	\$0.00	0.0200	\$50.00
	PREMIUM DISCOUNT		0.1210	-\$154.00
	TERRORISM RISK INSURANCE	\$252,000.00	0.0750	\$189.00
	PROGRAM REAUTHORIZATION ACT			
	DISCLOSURE ENDORSEMENT			
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$252,000.00	0.0200	\$50.00

<b>NV Total Cost</b>	<b>\$1,356.00</b>
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<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	NY (31)				
<b>Location:</b>	17 - 4522 SHARON DR LOCKPORT NY 14094-1314				
<b>Co. Code:</b>	7 - Twin City Fire Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOL - PROFESSIONAL EMPLOYEES & CLERICAL	\$195,735.00	0.4600	\$900.00

<b>NY - Other Premium Taxes and Surcharges</b>					
		WAIVER OF SUBROGATION	\$0.00	0.0200	\$250.00
		EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.9800	-\$23.00
		PREMIUM DISCOUNT		0.0570	-\$64.00
		TERRORISM RISK INSURANCE	\$195,735.00	0.0390	\$76.00
		PROGRAM REAUTHORIZATION ACT			
		DISCLOSURE ENDORSEMENT			
		TERRORISM RISK INSURANCE			\$0.00
		PROGRAM REAUTHORIZATION ACT			
		DISCLOSURE ENDORSEMENT - NY PERCAPITA			
		CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM) - NY PERCAPITA CLASSES			\$0.00
		CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$195,735.00	0.0040	\$8.00
		NEW YORK STATE ASSESSMENT		9.2000	\$111.00

<b>NY Total Cost</b>	<b>\$1,258.00</b>
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<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	OR (36)				
<b>Location:</b>	10 - OR				
<b>Co. Code:</b>	7 - Twin City Fire Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS TRADE OR VOCATIONAL	\$417,745.00	0.3600	\$1,504.00

**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

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**OR - Other Premium Taxes and Surcharges**

	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$387.00
	EMP LIAB INCREASED LIMITS	\$0.00	0.0040	\$6.00
	WAIVER OF SUBROGATION	\$0.00	0.0500	\$250.00
	PREMIUM DISCOUNT		0.0460	-\$63.00
	TERRORISM RISK INSURANCE	\$417,745.00	0.0110	\$46.00
	PROGRAM REAUTHORIZATION ACT			
	DISCLOSURE ENDORSEMENT			
	CATASTROPHE (OTHER THAN	\$417,745.00	0.0200	\$84.00
	CERTIFIED ACTS OF TERRORISM)			
	OR ADMINISTRATIVE FUND		9.8000	\$141.00
	ASSESSMENT			

<b>OR Total Cost</b>	<b>\$1,581.00</b>
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**Insured:** California Online Public Schools  
**State:** TN (41)  
**Location:** 22 - TN  
**Co. Code:** 7 - Twin City Fire Insurance Company

	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$538,866.00	0.2800	\$1,509.00

**TN - Other Premium Taxes and Surcharges**

	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$337.00
	EMP LIAB INCREASED LIMITS	\$0.00	0.0140	\$21.00
	PREMIUM DISCOUNT		0.0460	-\$55.00
	TERRORISM RISK INSURANCE	\$538,866.00	0.0130	\$70.00
	PROGRAM REAUTHORIZATION ACT			
	DISCLOSURE ENDORSEMENT			
	CATASTROPHE (OTHER THAN	\$538,866.00	0.0300	\$162.00
	CERTIFIED ACTS OF TERRORISM)			

<b>TN Total Cost</b>	<b>\$1,370.00</b>
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**Insured:** California Online Public Schools  
**State:** TX (42)  
**Location:** 11 - 10550 RICHMOND AVE STE 140 HOUSTON TX 77042-5112  
**Co. Code:** 6 - Hartford Underwriters Insurance Company

	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOL: PROFESSIONAL EMPLOYEES	\$1,838,685.00	0.3300	\$6,068.00
	8810	CLERICAL OFFICE EMPLOYEES	\$0.00	0.0500	\$0.00

**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

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TX - Other Premium Taxes and Surcharges				
	EMP LIAB INCREASED LIMITS	\$0.00	0.0140	\$85.00
	WAIVER OF SUBROGATION	\$0.00	0.0200	\$121.00
	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$1,380.00
	PREMIUM DISCOUNT		0.1120	-\$548.00
	TERRORISM RISK INSURANCE	\$1,838,685.00	0.0240	\$441.00
	PROGRAM REAUTHORIZATION ACT			
	DISCLOSURE ENDORSEMENT			
	DIVIDENDS/PARTICIPATING PROGRAM		4	-\$196.00
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$1,838,685.00		\$0.00

<b>TX Total Cost</b>	<b>\$4,591.00</b>
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<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	UT (43)				
<b>Location:</b>	16 - UT				
<b>Co. Code:</b>	7 - Twin City Fire Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$254,170.00	0.2400	\$610.00

UT - Other Premium Taxes and Surcharges				
	EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$7.00
	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$136.00
	PREMIUM DISCOUNT		0.0460	-\$22.00
	TERRORISM RISK INSURANCE	\$254,170.00	0.0110	\$28.00
	PROGRAM REAUTHORIZATION ACT			
	DISCLOSURE ENDORSEMENT			
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$254,170.00	0.0200	\$51.00

<b>UT Total Cost</b>	<b>\$538.00</b>
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<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	VA (45)				
<b>Location:</b>	12 - VA				
<b>Co. Code:</b>	7 - Twin City Fire Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$135,238.00	0.3000	\$406.00

**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

<b>VA - Other Premium Taxes and Surcharges</b>				
	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$145.00
	WAIVER OF SUBROGATION	\$0.00	0.0200	\$250.00
	EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$4.00
	PREMIUM DISCOUNT		0.0460	-\$24.00
	EXPENSE CONSTANT			\$260.00
	TERRORISM RISK INSURANCE	\$135,238.00	0.0200	\$27.00
	PROGRAM REAUTHORIZATION ACT			
	DISCLOSURE ENDORSEMENT			

<b>VA Total Cost</b>	<b>\$778.00</b>
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<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	WA (46)				
<b>Location:</b>	13 - WA				
<b>Co. Code:</b>	7 - Twin City Fire Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	9139	STOP GAP	\$349,905.00	0.0200	\$250.00

<b>WA - Other Premium Taxes and Surcharges</b>				
	WAIVER OF SUBROGATION	\$0.00	0.0200	\$250.00
	EMP LIAB INCREASED LIMITS	\$0.00	0.7700	\$193.00

<b>WA Total Cost</b>	<b>\$693.00</b>
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<b>Insured:</b>	California Online Public Schools				
<b>State:</b>	WI (48)				
<b>Location:</b>	23 - WI				
<b>Co. Code:</b>	7 - Twin City Fire Insurance Company				
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$115,951.00	0.4100	\$475.00

<b>WI - Other Premium Taxes and Surcharges</b>				
	EMP LIAB INCREASED LIMITS	\$0.00	0.0110	\$5.00
	EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$106.00
	PREMIUM DISCOUNT		0.0570	-\$21.00
	TERRORISM RISK INSURANCE	\$115,951.00	0.0200	\$23.00
	PROGRAM REAUTHORIZATION ACT			
	DISCLOSURE ENDORSEMENT			
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	\$115,951.00	0.0100	\$12.00



**STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)****Policy Number:** 57WBAD4FAB**Audit Period:** 07/01/24 to 07/01/25

<b>WI Total Cost</b>	<b>\$388.00</b>
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<b>Insured:</b> California Online Public Schools <b>State:</b> WV (47) <b>Location:</b> 14 - WV <b>Co. Code:</b> 7 - Twin City Fire Insurance Company					
	<b>Class Code</b>	<b>Class Description</b>	<b>Audited Exposure</b>	<b>Rate (Per \$100)</b>	<b>Total Cost</b>
<b>Standard Premium</b>					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	\$0.00	0.2900	\$0.00

<b>WV - Other Premium Taxes and Surcharges</b>					
		EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	\$0.00
		WAIVER OF SUBROGATION	\$0.00	0.0200	\$250.00
		EXPERIENCE MODIFIER 07/01/2024-07/01/2025	\$0.00	0.7800	-\$55.00
		PREMIUM DISCOUNT		0.0460	-\$9.00
		TERRORISM RISK INSURANCE		0.0120	\$0.00
		PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT			
		CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)		0.0200	\$0.00
		WV REGULATORY SURCHARGE		5	\$9.00

<b>WV Total Cost</b>	<b>\$195.00</b>
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<b>Policy Audit Total Cost</b>	<b>\$451,604.00</b>
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## NOTICE

You, the insured, may request a hearing to dispute the results of the audit described in this final premium audit billing. If you want to request a hearing, you must send a written request for a hearing to the Insurance Division of the Department of Consumer and Business Services, State of Oregon. The Insurance Division must receive the request not later than the 60th day after you received this billing.

### **Who may request a hearing?**

1. If the insured is a sole proprietor, then the insured or an attorney for the insured may request a hearing.
2. If the insured is a partnership, then an attorney for the partnership or any member of the partnership may request a hearing.
3. If the insured is a corporation, association or organized group, then an attorney for the corporation, association or organized group or an authorized officer or authorized employee of the corporation, association or organized group may request a hearing.
4. If the insured is a governmental authority other than a state agency, then an attorney for the governmental agency or an authorized officer or authorized employee of the governmental authority may request a hearing. Please state in your request the date you received this final premium audit billing. You must send the request for a hearing using at least one of the following methods:

**By delivery:**                   **Insurance Division**  
                                      **Department of Consumer and Business Services**  
                                      **350 Winter St. NE**  
                                      **Salem, OR 97301-3883**

**By mail:**                       **Insurance Division**  
                                      **Department of Consumer and Business Services**  
                                      **PO Box 14480**  
                                      **Salem, OR 97309-0405**

**By e-mail:**                   **DCBS.INSMail@state.or.us**

**By fax:**                       **503-378-4351**

Assistance is available on the Insurance Division's web page, at <http://www.cbs.state.or.us/external/ins/> and by e-mail, at DCBS.INSMail@state.or.us If the Insurance Division timely receives your request for a hearing, the Insurance Division will send or make available to you a petition form. In the petition, you must explain why you believe the billing is incorrect and describe the actions you want the director to take to correct the matter. The completed petition, along with a complete copy of the final premium audit billing, must be received by the Insurance Division not later than the 60th day after the date the Insurance Division received your request for a hearing. You are entitled to a hearing only if the Insurance Division timely receives your request for a hearing and completed petition and determines that the director has jurisdiction over the matter. You may send a copy of your request for hearing to your insurer so that you may attempt to resolve the dispute with your insurer prior to a hearing. However, please remember:

1. The 60-day period for initiating your request continues to run even though you may be negotiating with your insurer.
2. Your request must be received by the Insurance Division not later than the 60th day after you received this billing. You may wish to consult with an attorney about your case.

# Coversheet

## Marketing Programmatic Advertising Correction Payment to Brandastic (attached)

<b>Section:</b>	V. Action Items
<b>Item:</b>	F. Marketing Programmatic Advertising Correction Payment to Brandastic (attached)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Marketing Programmatic Campagin Cost overrun -BIM - CalOPS.pdf CalOps Insertion Order Addendum 6_1_25 - 12_31_25.pdf

## **Board Information Memo**

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**SUBJECT: Marketing Programmatic Campaign cost overrun payment needed**

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**Category Marketing / Finance**

**Date: 1 Dec. 2025**

**Reason for Board Consideration - Overrun on program and payment needed to continue**

**Decision Type: Action Item**

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### **Background (Brief Summary of Background Information):**

This memo provides an overview of CalOPS' programmatic marketing performance from January through October 2025 and outlines a budget oversight related to the 2025 programmatic spend. The memo includes an action request for the Board to determine how CalOPS should proceed with outstanding payment which would allow for us to restart the campaign when we feel it is time.

**What is Programmatic Marketing:** Programmatic marketing refers to the automated buying and placement of digital advertisements using real-time data and machine learning. Rather than manually purchasing ad space, programmatic technology:

- Targets specific audiences such as California parents researching educational options
- Automatically adjusts bidding to ensure the most cost-efficient ad placements
- Optimizes messaging and creative delivery based on real-time performance
- Scales across thousands of websites, apps, and connected TV platforms
- Focuses budget toward traffic most likely to engage in enrollment actions

This approach ensures our campaigns maximize reach and performance while maintaining strict cost efficiency.

## Rationale (Why is this important and why is this coming to the Board):

### How CalOPS Used Programmatic Advertising (Jan–Oct 2025)

Throughout 2025, programmatic campaigns supported three core goals:

1. **Awareness:** Broad statewide visibility and messaging about CalOPS' online public school model
2. **Consideration:** Driving families to explore our website, curriculum, and grade-level pathways
3. **Conversion:** Generating high-intent actions such as “*Enroll Now*” or “*Send Me Information*” clicks

Real-time optimizations were used to refine targeting, focusing spend on placements that produced the highest-quality traffic.

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### Campaign Performance (Jan–Oct 2025)

#### Key Results

Metric	Result
Media Cost	\$84,600
Total Impressions	19.83 million
eCPC	\$4.29
Total Conversions	3,454 (Enroll + Send Info clicks)
eCPA	\$24.40

#### Performance Summary

- Nearly **20 million impressions** delivered broad exposure to California families

- A low **eCPC of \$4.29** indicates strong cost efficiency in driving qualified site traffic
  - **3,454 conversions** represent meaningful enrollment intent
  - An **eCPA of \$24.40** is significantly stronger than industry averages for K–12 education digital campaigns
  - Messaging and targeting continue to resonate strongly with parents exploring online public school options
- 

## **Effectiveness & Strategic Impact**

Programmatic advertising has played a key role in building our prospective enrollment pipeline:

### **1. Strong Message–Market Fit**

Low CPC and CPA metrics reflect strong engagement with CalOPS' value proposition.

### **2. Efficient Use of Marketing Spend**

The performance metrics indicate that brand exposure and conversions were achieved at highly efficient costs.

### **3. Enrollment Growth Support**

Over 3,400 high-intent actions strengthen our inquiries and enrollment conversations going into the next school year.

## **Fiscal Impact:**

### **Budget Oversight & Addendum Details**

Background for understanding:

- In December 2024, CalOPS signed a contract addendum allocating \$45,000 in programmatic ad spend through May 31, 2025.

- At contract renewal in June 2025, Brandastitc did not issue the required updated addendum to cover June 1 – December 31, 2025 programmatic spend.
- Brandastic continued running campaigns and charging their own company credit card in good faith to maintain ongoing marketing momentum.
- Accounting was unaware that spend should continue to be invoiced past the expiration of the prior addendum.

### **Current Financial Position**

- CalOPS received the original \$45,000 allocation in monthly installments.
- The remaining balance due for programmatic spend incurred from June–October 2025 is:  
**\$41,120.66 outstanding**

### **Please refer to Attached Addendum**

The Programmatic Media Addendum for June–December 2025 reflects the planned \$45,000 spend allocation and available payment options — either monthly installments or a single lump payment.

This addendum outlines the campaign groups, channels (CTV, video, display, native), targeting strategy, minimum impressions, and confirms the \$45,000 budget for the seven-month period.

### **Current Status**

- Brandastic paused all campaigns once the oversight was identified.
- Campaigns will resume once CalOPS determines its preferred payment approach.
- Beginning January 2026, Brandastic recommends transitioning all clients including CalOPS to client-owned ad accounts with client-owned credit cards.
- Brandastic will assist with setup or move to CalOPS corporate credit card to ensure a smooth transition.



## **Recommendation/Board Action (if applicable): Approval**

### **Action Requested by CalOPS Board**

To proceed, the Marketing and Accounting teams request Board direction on the following:

**Ask 1. How would the Board like to handle the outstanding \$41,120.66 balance? We would like to pay this off but we can do it two different ways. We recommend paying this off in full so we are prepared to start up our programmatic campaigns again with Branatic this coming February 1, 2026.**

Here are the Options we do have with the ask:

- Pay in full immediately, or
- Resume installments aligned to the \$7,500/month structure reflected in the addendum (this will work but would not allow us to resume Programmatic campaigns until the current is paid off.)

Paying this will allow Brandastic unpause the programmatic campaigns once the payment plan preference and payment is confirmed? CalOPS marketing does not wish to restart the programmatic campaign until Feb 1 2026.

**Ask 2: Does the Board approve transitioning CalOPS to its own ad account and credit card beginning January 2026, with Brandastic supporting the setup process prior to starting up these campaigns again?**

### **Prepared/Recommended/Approved By:**

Stephen E Ford  
Assistant Sup Operations  
CalOPS





## Addendum to Contract

### Insertion Order for Programmatic Marketing

**Dated: November 6, 2025**

This Addendum to Contract dated November 7, 2025, is entered into by and between California Online Public Schools ("Client") and Brandastic, Inc., ("Agency") and shall supersede the original Contract dated June 03, 2025, and is amended as follows on page 2 of this Addendum (Insertion Order for Programmatic Marketing)

Payment shall be made by Client on all invoices within thirty (30) days of the invoice date. If payment is not received by Agency in full within the aforementioned 30-day period, Agency reserves the right to suspend any and all of Client's ad campaigns, until payment in full is received.

All other terms and conditions of the original Contract shall remain in full force and effect.

**\$45,000**

Name

Total

Signature

Date

11/6/2025

Signature

Date

*Justin Nassie | Brandastic*

Campaign Group	Campaign	Channel	Geo Targeting	Start Date	End Date	Audience Targeting	Bid Rate (CPM)	Expected CPM	Minimum Impressions	Budget
CA Online Public Schools Prospecting	CTV CA Online Public Schools Prospecting	CTV	California	6/1/25	12/31/25	I&I Segment, 3P Segments & Custom Browsing	\$40.00	\$35.00	225,000	\$9,000.00
	OLV CA Online Public Schools Prospecting	Video	California	6/1/25	12/31/25	I&I Segment, 3P Segments & Custom Browsing	\$18.00	\$16.00	250,000	\$4,500.00
	OLV PCAI CA Online Public Schools Prospecting	Video	California	6/1/25	12/31/25	PCAI Contextual Targeting	\$18.00	\$16.00	250,000	\$4,500.00
	Display CA Online Public Schools Prospecting	Display	California	6/1/25	12/31/25	I&I Segment, 3P Segments & Custom Browsing	\$8.00	\$6.00	1,125,000	\$9,000.00
	Display PCAI CA Online Public Schools Prospecting	Display	California	6/1/25	12/31/25	PCAI Contextual Targeting	\$8.00	\$6.00	1,125,000	\$9,000.00
RT - CA Online Public Schools	RT Native CA Online Public Schools	Native	N/A	6/1/25	12/31/25	Website Retargeting & Upper Funnel (Display campaign) Exposed RT	\$8.00	\$6.00	1,125,000	\$9,000.00
<b>Total Media Investment</b>										<b>\$45,000.00</b>

One Time Pmt of \$45,000 or \$7,500/month for 6 mos.

# Coversheet

## Approval of First Interim Financial Reports (to follow)

<b>Section:</b>	V. Action Items
<b>Item:</b>	G. Approval of First Interim Financial Reports (to follow)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	COPS_FY26 1st Interim_Alt Forms.pdf

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report Certification**

Charter School Name: California Online Public School  
(continued) Southern California  
CDS #: 30-66464-0106765  
Charter Approving Entity: Capistrano Unified  
County: Orange  
Charter #: 0664  
Fiscal Year: 2025/26

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**CERTIFICATION OF FINANCIAL CONDITION**

- X   **POSITIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

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To the entity that approved the charter school:

(   X   ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print  
Name: LaChelle Carter Title: Director of Finance

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To the County Superintendent of Schools:

(   X   ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print  
Name: \_\_\_\_\_ Title: \_\_\_\_\_

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For additional information on the First Interim Report, please contact:

For Approving Entity:

Jennie McCoun  
Name  
Manager II, Fiscal Services  
Title  
949-234-9328  
Phone  
jlmccoun@capousd.org  
E-mail

For Charter School:

LaChelle Carter  
Name  
Director of Finance  
Title  
949-245-7177  
Phone  
lacarter@calca.connectionsacademy.org  
E-mail

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This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

\_\_\_\_\_  
Date

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) Southern California  
CDS #: 30-66464-0106765  
Charter Approving Entity: Capistrano Unified  
County: Orange  
Charter #: 0664  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description		Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	13,995,575.00		13,995,575.00	3,346,846.00		3,346,846.00	12,885,563.00		12,885,563.00
Education Protection Account State Aid - Current Year		8012	948,836.00		948,836.00	200,917.00		200,917.00	846,533.00		846,533.00
State Aid - Prior Years		8019			-			-			-
Transfers to Charter Schools in Lieu of Property Taxes		8096	47,551,486.00		47,551,486.00	10,410,631.00		10,410,631.00	42,176,560.00		42,176,560.00
Other LCFF Transfers		8091, 8097			-			-			-
Total, LCFF Sources			62,495,897.00	-	62,495,897.00	13,958,394.00	-	13,958,394.00	55,908,656.00	-	55,908,656.00
2. Federal Revenues											
Every Student Succeeds Act (Title I - V)		8290		1,207,592.82	1,207,592.82		263,833.00	263,833.00		1,118,274.28	1,118,274.28
Special Education - Federal		8181, 8182		562,341.66	562,341.66		-	-		562,341.66	562,341.66
Child Nutrition - Federal		8220			-		-	-		-	-
Donated Food Commodities		8221			-		-	-		-	-
Other Federal Revenues		8110, 8260-8299			-		-	-		(0.00)	(0.00)
Total, Federal Revenues			-	1,769,934.48	1,769,934.48	-	263,833.00	263,833.00	-	1,680,615.95	1,680,615.95
3. Other State Revenues											
Special Education - State		StateRevSE		4,480,968.47	4,480,968.47		1,249,759.00	1,249,759.00		4,480,968.47	4,480,968.47
All Other State Revenues		StateRevAO	1,188,550.82	3,099,952.58	4,288,503.40	196,959.00	189,861.00	386,820.00	1,275,899.79	2,123,362.74	3,399,262.53
Total, Other State Revenues			1,188,550.82	7,580,921.06	8,769,471.88	196,959.00	1,439,620.00	1,636,579.00	1,275,899.79	6,604,331.22	7,880,231.01
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	81,790.38		81,790.38	12,966.00		12,966.00	70,853.12		70,853.12
Total, Local Revenues			81,790.38	-	81,790.38	12,966.00	-	12,966.00	70,853.12	-	70,853.12
5. TOTAL REVENUES			63,766,238.20	9,350,855.54	73,117,093.74	14,168,319.00	1,703,453.00	15,871,772.00	57,255,408.91	8,284,947.16	65,540,356.07
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	19,078,733.71	4,700,904.36	23,779,638.07	6,312,589.00	1,518,675.00	7,831,264.00	19,261,851.84	3,923,714.97	23,185,566.81
Certificated Pupil Support Salaries		1200	2,973,873.42	-	2,973,873.42	944,711.00	25,992.00	970,703.00	2,815,157.51	75,749.36	2,890,906.87
Certificated Supervisors' and Administrators' Salaries		1300	2,280,518.24	-	2,280,518.24	816,186.00		816,186.00	2,288,696.54		2,288,696.54
Other Certificated Salaries		1900			-			-			-
Total, Certificated Salaries			24,333,125.37	4,700,904.36	29,034,029.73	8,073,486.00	1,544,667.00	9,618,153.00	24,365,705.90	3,999,464.32	28,365,170.22
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100	-	-	-	-	-	-	-	-	-
Non-certificated Support Salaries		2200	127,427.00	-	127,427.00	27,948.00		27,948.00	110,226.49		110,226.49
Non-certificated Supervisors' and Administrators' Sal.		2300	923,871.27	-	923,871.27	187,021.00		187,021.00	783,556.54		783,556.54
Clerical and Office Salaries		2400	639,700.57	-	639,700.57	289,697.00		289,697.00	702,746.02		702,746.02
Other Non-certificated Salaries		2900		-	-		-	-		-	-
Total, Non-certificated Salaries			1,690,998.84	-	1,690,998.84	504,666.00	-	504,666.00	1,596,529.05	-	1,596,529.05
3. Employee Benefits											
STRS		3101-3102	4,647,626.95	897,872.73	5,545,499.68	1,387,913.00	282,314.00	1,670,227.00	4,172,155.81	1,047,868.77	5,220,024.58
PERS		3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative		3301-3302	482,191.73	68,163.11	550,354.84	187,461.00	21,655.00	209,116.00	484,220.84	80,051.51	564,272.35
Health and Welfare Benefits		3401-3402	3,155,828.73	603,108.67	3,758,937.40	1,259,707.00		1,259,707.00	2,981,056.46	705,763.31	3,686,819.77
Unemployment Insurance		3501-3502	88,791.45	16,838.55	105,630.00	(479.00)		(479.00)	65,054.61	18,970.39	84,025.00
Workers' Compensation Insurance		3601-3602	364,337.74	65,812.66	430,150.40	94,725.00		94,725.00	295,818.69	74,765.32	370,584.01
OPEB, Allocated		3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees		3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits		3901-3902	12,402.07	63,692.88	76,094.95	283,914.00	48,229.00	332,143.00	189,903.61	191,039.71	380,943.32
Total, Employee Benefits			8,751,178.66	1,715,488.61	10,466,667.27	3,213,241.00	352,198.00	3,565,439.00	8,188,210.01	2,118,459.02	10,306,669.03
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	3,481,924.27	-	3,481,924.27	3,245.00	2,125,094.00	2,128,339.00	3,242,751.70	-	3,242,751.70
Books and Other Reference Materials		4200	14,192.02	-	14,192.02	-	-	-	8,225.59	-	8,225.59
Materials and Supplies		4300	2,448,747.31	1,494,096.05	3,942,843.36	638,207.00	924,636.00	1,562,843.00	2,810,004.66	696,893.51	3,506,898.17
Noncapitalized Equipment		4400	1,253,227.41	-	1,253,227.41	402,527.00	625.00	403,152.00	673,044.50	-	673,044.50
Food		4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies			7,198,091.01	1,494,096.05	8,692,187.06	1,043,979.00	3,050,355.00	4,094,334.00	6,734,026.45	696,893.51	7,430,919.96
5. Services and Other Operating Expenditures											
Subagreements for Services		5100	186,988.04	6,687,376.68	6,874,364.72	1,055.00	197,112.00	198,167.00	160,500.88	5,940,854.51	6,101,355.39
Travel and Conferences		5200	604,261.21	-	604,261.21	91,809.00	6,116.00	97,925.00	448,150.49	-	448,150.49
Dues and Memberships		5300	554,783.16	-	554,783.16	140,025.00	-	140,025.00	236,292.08	-	236,292.08
Insurance		5400	183,276.10	-	183,276.10	70,736.00	-	70,736.00	185,699.32	-	185,699.32
Operations and Housekeeping Services		5500	26,737.13	-	26,737.13	5,079.00	-	5,079.00	22,012.24	-	22,012.24
Rentals, Leases, Repairs, and Noncap. Improvements		5600	1,036,275.32	-	1,036,275.32	380,463.00	-	380,463.00	758,885.94	-	758,885.94
Transfers of Direct Costs		5700-5799	5,589,396.46	(5,589,396.46)	-	3,539,864.00	(3,539,864.00)	-	4,958,473.45	(4,958,473.45)	-
Professional/Consulting Services and Operating Expend.		5800	6,887,297.65	342,386.30	7,229,683.95	1,233,420.00	92,869.00	1,326,289.00	5,491,620.76	487,749.24	5,979,370.00
Communications		5900	709,268.71	-	709,268.71	144,249.00	-	144,249.00	615,345.09	-	615,345.09
Total, Services and Other Operating Expenditures			15,778,283.78	1,440,366.52	17,218,650.30	5,606,700.00	(3,243,767.00)	2,362,933.00	12,876,980.24	1,470,130.31	14,347,110.55

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) Southern California  
CDS #: 30-66464-0106765  
Charter Approving Entity: Capistrano Unified  
County: Orange  
Charter #: 0664  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>6. Capital Outlay</b> (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	25,379.58		25,379.58	723.00		723.00	22,753.53		22,753.53
Total, Capital Outlay		25,379.58	-	25,379.58	723.00	-	723.00	22,753.53	-	22,753.53
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Transfers of Indirect Costs	7300-7399			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
<b>8. TOTAL EXPENDITURES</b>		57,777,057.24	9,350,855.54	67,127,912.78	18,442,795.00	1,703,453.00	20,146,248.00	53,784,205.18	8,284,947.16	62,069,152.34
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		5,989,180.96	-	5,989,180.96	(4,274,476.00)	-	(4,274,476.00)	3,471,203.73	0.00	3,471,203.73
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	-	-	-	-	-	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		5,989,180.96	-	5,989,180.96	(4,274,476.00)	-	(4,274,476.00)	3,471,203.73	0.00	3,471,203.73
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	18,635,110.54		18,635,110.54	17,779,199.58		17,779,199.58	17,779,199.58		17,779,199.58
b. Adjustments to Beginning Balance	9793, 9795	(1.01)		(1.01)	(654,268.58)		(654,268.58)	(654,268.58)		(654,268.58)
c. Adjusted Beginning Balance		18,635,109.53	-	18,635,109.53	17,124,931.00	-	17,124,931.00	17,124,931.00	-	17,124,931.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		24,624,290.49	-	24,624,290.49	12,850,455.00	-	12,850,455.00	20,596,134.73	0.00	20,596,134.73
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	3,356,395.64		3,356,395.64	3,103,457.62		3,103,457.62	3,103,457.62		3,103,457.62
Unassigned/Unappropriated Amount	9790	21,267,894.85	-	21,267,894.85	9,746,997.38	-	9,746,997.38	17,492,677.11	0.00	17,492,677.12

**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

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(continued) Southern California  
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County: Orange  
Charter #: 0664  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	13,995,575.00	3,346,846.00	12,885,563.00	(1,110,012.00)	-7.93%
Education Protection Account State Aid - Current Year	8012	948,836.00	200,917.00	846,533.00	(102,303.00)	-10.78%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	47,551,486.00	10,410,631.00	42,176,560.00	(5,374,926.00)	-11.30%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		62,495,897.00	13,958,394.00	55,908,656.00	(6,587,241.00)	-10.54%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	1,207,592.82	263,833.00	1,118,274.28	(89,318.54)	-7.40%
Special Education - Federal	8181, 8182	562,341.66	-	562,341.66	-	0.00%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	-	(0.00)	(0.00)	New
Total, Federal Revenues		1,769,934.48	263,833.00	1,680,615.95	(89,318.54)	-5.05%
3. Other State Revenues						
Special Education - State	StateRevSE	4,480,968.47	1,249,759.00	4,480,968.47	-	0.00%
All Other State Revenues	StateRevAO	4,288,503.40	386,820.00	3,399,262.53	(889,240.87)	-20.74%
Total, Other State Revenues		8,769,471.88	1,636,579.00	7,880,231.01	(889,240.87)	-10.14%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	81,790.38	12,966.00	70,853.12	(10,937.26)	-13.37%
Total, Local Revenues		81,790.38	12,966.00	70,853.12	(10,937.26)	-13.37%
5. TOTAL REVENUES		73,117,093.74	15,871,772.00	65,540,356.07	(7,576,737.67)	-10.36%
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	23,779,638.07	7,831,264.00	23,185,566.81	(594,071.26)	-2.50%
Certificated Pupil Support Salaries	1200	2,973,873.42	970,703.00	2,890,906.87	(82,966.55)	-2.79%
Certificated Supervisors' and Administrators' Salaries	1300	2,280,518.24	816,186.00	2,288,696.54	8,178.30	0.36%
Other Certificated Salaries	1900	-	-	-	-	
Total, Certificated Salaries		29,034,029.73	9,618,153.00	28,365,170.22	(668,859.51)	-2.30%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	
Non-certificated Support Salaries	2200	127,427.00	27,948.00	110,226.49	(17,200.51)	-13.50%
Non-certificated Supervisors' and Administrators' Sal.	2300	923,871.27	187,021.00	783,556.54	(140,314.73)	-15.19%
Clerical and Office Salaries	2400	639,700.57	289,697.00	702,746.02	63,045.45	9.86%
Other Non-certificated Salaries	2900	-	-	-	-	
Total, Non-certificated Salaries		1,690,998.84	504,666.00	1,596,529.05	(94,469.79)	-5.59%
3. Employee Benefits						
STRS	3101-3102	5,545,499.68	1,670,227.00	5,220,024.58	(325,475.10)	-5.87%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	550,354.84	209,116.00	564,272.35	13,917.51	2.53%
Health and Welfare Benefits	3401-3402	3,758,937.40	1,259,707.00	3,686,819.77	(72,117.63)	-1.92%
Unemployment Insurance	3501-3502	105,630.00	(479.00)	84,025.00	(21,605.00)	-20.45%
Workers' Compensation Insurance	3601-3602	430,150.40	94,725.00	370,584.01	(59,566.39)	-13.85%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	76,094.95	332,143.00	380,943.32	304,848.37	400.62%
Total, Employee Benefits		10,466,667.27	3,565,439.00	10,306,669.03	(159,998.24)	-1.53%

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Southern California  
CDS #: 30-66464-0106765  
Charter Approving Entity: Capistrano Unified  
County: Orange  
Charter #: 0664  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	3,481,924.27	2,128,339.00	3,242,751.70	(239,172.57)	-6.87%
Books and Other Reference Materials	4200	14,192.02	-	8,225.59	(5,966.43)	-42.04%
Materials and Supplies	4300	3,942,843.36	1,562,843.00	3,506,898.17	(435,945.19)	-11.06%
Noncapitalized Equipment	4400	1,253,227.41	403,152.00	673,044.50	(580,182.91)	-46.30%
Food	4700	-	-	-	-	
Total, Books and Supplies		8,692,187.06	4,094,334.00	7,430,919.96	(1,261,267.10)	-14.51%
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	6,874,364.72	198,167.00	6,101,355.39	(773,009.33)	-11.24%
Travel and Conferences	5200	604,261.21	97,925.00	448,150.49	(156,110.72)	-25.83%
Dues and Memberships	5300	554,783.16	140,025.00	236,292.08	(318,491.08)	-57.41%
Insurance	5400	183,276.10	70,736.00	185,699.32	2,423.22	1.32%
Operations and Housekeeping Services	5500	26,737.13	5,079.00	22,012.24	(4,724.89)	-17.67%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,036,275.32	380,463.00	758,885.94	(277,389.38)	-26.77%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	7,229,683.95	1,326,289.00	5,979,370.00	(1,250,313.95)	-17.29%
Communications	5900	709,268.71	144,249.00	615,345.09	(93,923.62)	-13.24%
Total, Services and Other Operating Expenditures		17,218,650.30	2,362,933.00	14,347,110.55	(2,871,539.75)	-16.68%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	25,379.58	723.00	22,753.53	(2,626.05)	-10.35%
Total, Capital Outlay		25,379.58	723.00	22,753.53	(2,626.05)	-10.35%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
<b>8. TOTAL EXPENDITURES</b>		67,127,912.78	20,146,248.00	62,069,152.34	(5,058,760.44)	-7.54%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		5,989,180.96	(4,274,476.00)	3,471,203.73	(2,517,977.23)	-42.04%



**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Southern California  
CDS #: 30-66464-0106765  
Charter Approving Entity: Capistrano Unified  
County: Orange  
Charter #: 0664  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		5,989,180.96	(4,274,476.00)	3,471,203.73	(2,517,977.23)	-42.04%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	18,635,110.54	17,779,199.58	17,779,199.58	(855,910.96)	-4.59%
b. Adjustments/Restatements	9793, 9795	(1.01)	(654,268.58)	(654,268.58)	(654,267.57)	64689242.91%
c. Adjusted Beginning Fund Balance		18,635,109.53	17,124,931.00	17,124,931.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		24,624,290.49	12,850,455.00	20,596,134.73		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	3,356,395.64	3,103,457.62	3,103,457.62	(252,938.02)	-7.54%
Unassigned/Unappropriated Amount	9790	21,267,894.85	9,746,997.38	17,492,677.12	(3,775,217.74)	-17.75%

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) Southern California  
CDS #: 30-66464-0106765  
Charter Approving Entity: Capistrano Unified  
County: Orange  
Charter #: 0664  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	12,885,563.00	0.00	12,885,563.00	14,692,447.00	16,822,133.00
Education Protection Account State Aid - Current Year	8012	846,533.00	0.00	846,533.00	846,533.00	846,533.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	42,176,560.00	0.00	42,176,560.00	42,176,560.00	42,176,560.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		55,908,656.00	0.00	55,908,656.00	57,715,540.00	59,845,226.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	1,118,274.28	1,118,274.28	1,118,274.00	1,118,274.00
Special Education - Federal	8181, 8182	0.00	562,341.66	562,341.66	617,594.15	617,594.15
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	(0.00)	(0.00)		
Total, Federal Revenues		0.00	1,680,615.95	1,680,615.95	1,735,868.15	1,735,868.15
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	4,480,968.47	4,480,968.47	3,853,714.50	3,853,714.50
All Other State Revenues	StateRevAO	1,275,899.79	2,123,362.74	3,399,262.53	4,119,998.00	4,229,072.00
Total, Other State Revenues		1,275,899.79	6,604,331.22	7,880,231.01	7,973,712.50	8,082,786.50
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	70,853.12	0.00	70,853.12	70,853.12	70,853.12
Total, Local Revenues		70,853.12	0.00	70,853.12	70,853.12	70,853.12
5. TOTAL REVENUES						
		57,255,408.91	8,284,947.16	65,540,356.07	67,495,973.77	69,734,733.77
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	19,261,851.84	3,923,714.97	23,185,566.81	23,653,303.00	24,306,135.00
Certificated Pupil Support Salaries	1200	2,815,157.51	75,749.36	2,890,906.87	2,958,074.06	3,039,716.90
Certificated Supervisors' and Administrators' Salaries	1300	2,288,696.54	0.00	2,288,696.54	2,268,402.48	2,331,010.39
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		24,365,705.90	3,999,464.32	28,365,170.22	28,879,779.54	29,676,862.29
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	0.00	0.00		
Non-certificated Support Salaries	2200	110,226.49	0.00	110,226.49	126,750.02	130,248.32
Non-certificated Supervisors' and Administrators' Sal.	2300	783,556.54	0.00	783,556.54	918,963.00	944,326.38
Clerical and Office Salaries	2400	702,746.02	0.00	702,746.02	636,302.02	653,863.96
Other Non-certificated Salaries	2900	0.00	0.00	0.00		
Total, Non-certificated Salaries		1,596,529.05	0.00	1,596,529.05	1,682,015.04	1,728,438.65

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) Southern California  
CDS #: 30-66464-0106765  
Charter Approving Entity: Capistrano Unified  
County: Orange  
Charter #: 0664  
Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	4,172,155.81	1,047,868.77	5,220,024.58	5,516,037.99	5,668,280.64
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	484,220.84	80,051.51	564,272.35	547,431.00	562,540.00
Health and Welfare Benefits	3401-3402	2,981,056.46	705,763.31	3,686,819.77	3,738,967.22	3,842,162.71
Unemployment Insurance	3501-3502	65,054.61	18,970.39	84,025.00	105,630.00	105,630.00
Workers' Compensation Insurance	3601-3602	295,818.69	74,765.32	370,584.01	427,865.13	439,674.21
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	189,903.61	191,039.71	380,943.32	75,690.68	77,779.74
Total, Employee Benefits		8,188,210.01	2,118,459.02	10,306,669.03	10,411,622.01	10,696,067.30
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	3,242,751.70	0.00	3,242,751.70	3,330,306.00	3,422,222.44
Books and Other Reference Materials	4200	8,225.59	0.00	8,225.59	8,447.68	8,680.84
Materials and Supplies	4300	2,810,004.66	696,893.51	3,506,898.17	3,601,584.00	3,700,988.00
Noncapitalized Equipment	4400	673,044.50	0.00	673,044.50	691,216.70	710,294.28
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		6,734,026.45	696,893.51	7,430,919.96	7,631,554.38	7,842,185.56
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	160,500.88	5,940,854.51	6,101,355.39	6,266,091.99	6,439,036.13
Travel and Conferences	5200	448,150.49	0.00	448,150.49	460,250.55	472,953.47
Dues and Memberships	5300	236,292.08	0.00	236,292.08	242,671.97	249,369.72
Insurance	5400	185,699.32	0.00	185,699.32	190,713.20	195,976.89
Operations and Housekeeping Services	5500	22,012.24	0.00	22,012.24	22,607.00	23,231.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	758,885.94	0.00	758,885.94	772,348.59	786,481.98
Transfers of Direct Costs	5700-5799	4,958,473.45	(4,958,473.45)	0.00		
Professional/Consulting Services and Operating Expend.	5800	5,491,620.76	487,749.24	5,979,370.00	6,122,541.37	6,293,188.63
Communications	5900	615,345.09	0.00	615,345.09	631,959.00	649,401.00
Total, Services and Other Operating Expenditures		12,876,980.24	1,470,130.31	14,347,110.55	14,709,183.67	15,109,638.82
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	22,753.53	0.00	22,753.53	23,367.88	24,012.83
Total, Capital Outlay		22,753.53	0.00	22,753.53	23,367.88	24,012.83
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		53,784,205.18	8,284,947.16	62,069,152.34	63,337,522.52	65,077,205.45
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		3,471,203.73	0.00	3,471,203.73	4,158,451.25	4,657,528.32

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
 (continued) Southern California  
 CDS #: 30-66464-0106765  
 Charter Approving Entity: Capistrano Unified  
 County: Orange  
 Charter #: 0664  
 Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		3,471,203.73	0.00	3,471,203.73	4,158,451.25	4,657,528.32
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	17,779,199.58	0.00	17,779,199.58	20,596,134.73	24,754,585.98
b. Adjustments/Restatements	9793, 9795	(654,268.58)	0.00	(654,268.58)		
c. Adjusted Beginning Balance		17,124,931.00	0.00	17,124,931.00	20,596,134.73	24,754,585.98
2. Ending Fund Balance, June 30 (E + F.1.c.)		20,596,134.73	0.00	20,596,134.73	24,754,585.98	29,412,114.30
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	3,103,457.62	0.00	3,103,457.62	3,166,876.13	3,253,860.27
Unassigned/Unappropriated Amount	9790	17,492,677.11	0.00	17,492,677.12	21,587,709.86	26,158,254.03

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report Certification**

Charter School Name: California Online Public School  
(continued) Central Valley  
CDS #: 54-71803-0112458  
Charter Approving Entity: Alpaugh Unified School District  
County: Tulare  
Charter #: 0804  
Fiscal Year: 2025/26

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**CERTIFICATION OF FINANCIAL CONDITION**

- X   **POSITIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

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To the entity that approved the charter school:

(   X   ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print  
Name: LaChelle Carter Title: Director of Finance

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To the County Superintendent of Schools:

(   X   ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print  
Name: \_\_\_\_\_ Title: \_\_\_\_\_

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For additional information on the First Interim Report, please contact:

For Approving Entity:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Phone

\_\_\_\_\_  
E-mail

For Charter School:

LaChelle Carter  
Name

Director of Finance  
Title

909-588-0718  
Phone

lcarter@californiaops.org  
E-mail

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This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

\_\_\_\_\_  
Date

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) Central Valley  
CDS #: 54-71803-0112458  
Charter Approving Entity: Alpaugh Unified School District  
County: Tulare  
Charter #: 0804  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description		Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	10,557,583.00		10,557,583.00	1,607,073.00		1,607,073.00	9,193,129.00		9,193,129.00
Education Protection Account State Aid - Current Year		8012	2,003,513.00		2,003,513.00	532,929.00		532,929.00	3,575,380.00		3,575,380.00
State Aid - Prior Years		8019		-	-	1.00		1.00	1.00		1.00
Transfers to Charter Schools in Lieu of Property Taxes		8096	664,368.00		664,368.00	172,849.00		172,849.00	784,021.00		784,021.00
Other LCFF Transfers		8091, 8097		-	-						
Total, LCFFSources			13,225,464.00	-	13,225,464.00	2,312,852.00	-	2,312,852.00	13,552,531.00	-	13,552,531.00
2. Federal Revenues											
Every Student Succeeds Act (Title I - V)		8290		277,676.41	277,676.41		55,312.00	55,312.00		261,321.67	261,321.67
Special Education - Federal		8181, 8182		108,300.50	108,300.50		-	-		108,300.50	108,300.50
Child Nutrition - Federal		8220		-	-		-	-		-	-
Donated Food Commodities		8221		-	-		-	-		-	-
Other Federal Revenues		8110, 8260-8299		0.00	0.00	-	12,646.00	12,646.00	-	0.00	0.00
Total, Federal Revenues			-	385,976.91	385,976.91	-	67,958.00	67,958.00	-	369,622.17	369,622.17
3. Other State Revenues											
Special Education - State		StateRevSE		736,832.23	736,832.23		203,469.00	203,469.00		736,832.23	736,832.23
All Other State Revenues		StateRevAO	226,736.70	594,857.38	821,594.08	(6,045.00)	18,262.50	12,217.50	223,536.25	919,602.42	1,143,138.67
Total, Other State Revenues			226,736.70	1,331,689.61	1,558,426.31	(6,045.00)	221,731.50	215,686.50	223,536.25	1,656,434.64	1,879,970.89
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	5,135.04		5,135.04	161.00	-	161.00	4,432.14	-	4,432.14
Total, Local Revenues			5,135.04	-	5,135.04	161.00	-	161.00	4,432.14	-	4,432.14
5. TOTAL REVENUES			13,457,335.74	1,717,666.51	15,175,002.25	2,306,968.00	289,689.50	2,596,657.50	13,780,499.39	2,026,056.81	15,806,556.20
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	3,627,962.99	951,720.25	4,579,683.24	1,220,366.00	293,592.00	1,513,958.00	3,976,831.55	891,996.99	4,868,828.54
Certificated Pupil Support Salaries		1200	557,671.26	15,062.36	572,733.62	182,583.00	5,025.00	187,608.00	590,615.95	16,551.01	607,166.96
Certificated Supervisors' and Administrators' Salaries		1300	439,201.44	-	439,201.44	157,787.00	-	157,787.00	479,526.27	-	479,526.27
Other Certificated Salaries		1900		-	-	-	-	-	-	-	-
Total, Certificated Salaries			4,624,835.69	966,782.61	5,591,618.30	1,560,736.00	298,617.00	1,859,353.00	5,046,973.77	908,548.00	5,955,521.77
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100	-	-	-	-	-	-	-	-	-
Non-certificated Support Salaries		2200	24,540.97	-	24,540.97	5,403.00	-	5,403.00	23,380.61	-	23,380.61
Non-certificated Supervisors' and Administrators' Sal.		2300	177,926.92	-	177,926.92	36,155.00	-	36,155.00	166,496.28	-	166,496.28
Clerical and Office Salaries		2400	123,198.93	-	123,198.93	55,988.00	-	55,988.00	146,238.01	-	146,238.01
Other Non-certificated Salaries		2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries			325,666.82	-	325,666.82	97,546.00	-	97,546.00	336,114.90	-	336,114.90
3. Employee Benefits											
STRS		3101-3102	926,318.62	141,680.48	1,067,999.10	268,313.00	54,576.00	322,889.00	747,952.86	382,097.74	1,130,050.60
PERS		3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative		3301-3302	95,236.13	10,755.85	105,991.98	36,238.00	4,187.00	40,425.00	(52,046.94)	173,176.15	121,129.21
Health and Welfare Benefits		3401-3402	628,177.89	95,749.98	723,927.87	255,741.00	(6,143.00)	249,598.00	632,000.83	147,914.25	779,915.08
Unemployment Insurance		3501-3502	91,625.81	13,860.00	105,485.81	568.00	8.00	576.00	68,854.95	16,114.90	84,969.85
Workers' Compensation Insurance		3601-3602	72,457.03	10,384.96	82,841.99	18,313.00	-	18,313.00	53,842.97	27,186.46	81,029.43
OPEB, Allocated		3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees		3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits		3901-3902	2,153.07	12,501.94	14,655.01	54,886.00	9,323.00	64,209.00	(44,191.16)	119,494.89	75,303.73
Total, Employee Benefits			1,815,968.56	284,933.20	2,100,901.76	634,059.00	61,951.00	696,010.00	1,406,413.52	865,984.38	2,272,397.90
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	670,578.34	-	670,578.34	627.00	410,827.00	411,454.00	654,949.94	-	654,949.94
Books and Other Reference Materials		4200	2,733.22	-	2,733.22	-	-	-	1,797.27	-	1,797.27
Materials and Supplies		4300	447,761.16	311,584.87	759,346.03	103,598.00	178,698.00	282,296.00	357,603.93	308,349.11	665,953.04
Noncapitalized Equipment		4400	241,357.10	-	241,357.10	77,817.00	25.00	77,842.00	537,146.51	-	537,146.51
Food		4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies			1,362,429.82	311,584.87	1,674,014.69	182,042.00	589,550.00	771,592.00	1,551,497.65	308,349.11	1,859,846.76
5. Services and Other Operating Expenditures											
Subagreements for Services		5100	36,011.73	1,287,911.40	1,323,923.13	157.00	22,688.00	22,845.00	35,003.97	1,396,608.05	1,431,612.02
Travel and Conferences		5200	116,373.72	-	116,373.72	19,173.00	1,192.00	20,365.00	96,888.25	-	96,888.25
Dues and Memberships		5300	106,844.82	-	106,844.82	26,203.00	-	26,203.00	47,237.08	-	47,237.08
Insurance		5400	35,296.86	-	35,296.86	13,676.00	-	13,676.00	38,795.15	-	38,795.15
Operations and Housekeeping Services		5500	5,149.26	-	5,149.26	-	-	-	3,699.86	-	3,699.86
Rentals, Leases, Repairs, and Noncap. Improvements		5600	199,574.64	-	199,574.64	72,615.00	-	72,615.00	155,299.31	-	155,299.31
Transfers of Direct Costs		5700-5799	1,189,837.55	(1,189,837.55)	-	695,204.50	(695,204.50)	-	1,522,661.49	(1,522,661.49)	-
Professional/Consulting Services and Operating Expend.		5800	1,366,041.70	56,291.98	1,422,333.68	219,033.00	10,896.00	229,929.00	1,303,617.44	69,228.75	1,372,846.19
Communications		5900	136,596.95	-	136,596.95	25,944.00	-	25,944.00	128,877.13	-	128,877.13
Total, Services and Other Operating Expenditures			3,191,727.23	154,365.83	3,346,093.06	1,072,005.50	(660,428.50)	411,577.00	3,332,079.67	(56,824.68)	3,275,254.99

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) Central Valley  
CDS #: 54-71803-0112458  
Charter Approving Entity: Alpaugh Unified School District  
County: Tulare  
Charter #: 0804  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>6. Capital Outlay</b> (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	4,887.81		4,887.81			-	4,813.61		4,813.61
Total, Capital Outlay		4,887.81	-	4,887.81	-	-	-	4,813.61	-	4,813.61
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Transfers of Indirect Costs	7300-7399			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
<b>8. TOTAL EXPENDITURES</b>		11,325,515.93	1,717,666.51	13,043,182.44	3,546,388.50	289,689.50	3,836,078.00	11,677,893.12	2,026,056.81	13,703,949.93
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		2,131,819.81	(0.00)	2,131,819.81	(1,239,420.50)	-	(1,239,420.50)	2,102,606.27	0.00	2,102,606.27
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	-	-	-	-	-	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		2,131,819.81	(0.00)	2,131,819.81	(1,239,420.50)	-	(1,239,420.50)	2,102,606.27	0.00	2,102,606.27
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	5,583,069.23		5,583,069.23	5,017,117.71		5,017,117.71	5,017,117.71		5,017,117.71
b. Adjustments to Beginning Balance	9793, 9795	(1.00)		(1.00)	(90,359.71)		(90,359.71)	(90,359.71)		(90,359.71)
c. Adjusted Beginning Balance		5,583,068.23	-	5,583,068.23	4,926,758.00	-	4,926,758.00	4,926,758.00	-	4,926,758.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		7,714,888.05	(0.00)	7,714,888.05	3,687,337.50	-	3,687,337.50	7,029,364.27	0.00	7,029,364.27
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	652,159.12		652,159.12	685,197.50		685,197.50	685,197.50		685,197.50
Unassigned/Unappropriated Amount	9790	7,062,728.92	(0.00)	7,062,728.92	3,002,140.00	-	3,002,140.00	6,344,166.77	0.00	6,344,166.77

**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Central Valley  
CDS #: 54-71803-0112458  
Charter Approving Entity: Alpaugh Unified School District  
County: Tulare  
Charter #: 0804  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	10,557,583.00	1,607,073.00	9,193,129.00	(1,364,454.00)	-12.92%
Education Protection Account State Aid - Current Year	8012	2,003,513.00	532,929.00	3,575,380.00	1,571,867.00	78.46%
State Aid - Prior Years	8019	-	1.00	1.00	1.00	New
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	664,368.00	172,849.00	784,021.00	119,653.00	18.01%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		13,225,464.00	2,312,852.00	13,552,531.00	327,067.00	2.47%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	277,676.41	55,312.00	261,321.67	(16,354.74)	-5.89%
Special Education - Federal	8181, 8182	108,300.50	-	108,300.50	-	0.00%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	0.00	12,646.00	0.00	0.00	200.00%
Total, Federal Revenues		385,976.91	67,958.00	369,622.17	(16,354.74)	-4.24%
3. Other State Revenues						
Special Education - State	StateRevSE	736,832.23	203,469.00	736,832.23	-	0.00%
All Other State Revenues	StateRevAO	821,594.08	12,217.50	1,143,138.67	321,544.59	39.14%
Total, Other State Revenues		1,558,426.31	215,686.50	1,879,970.89	321,544.59	20.63%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	5,135.04	161.00	4,432.14	(702.90)	-13.69%
Total, Local Revenues		5,135.04	161.00	4,432.14	(702.90)	-13.69%
5. TOTAL REVENUES		15,175,002.25	2,596,657.50	15,806,556.20	631,553.95	4.16%
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,579,683.24	1,513,958.00	4,868,828.54	289,145.30	6.31%
Certificated Pupil Support Salaries	1200	572,733.62	187,608.00	607,166.96	34,433.34	6.01%
Certificated Supervisors' and Administrators' Salaries	1300	439,201.44	157,787.00	479,526.27	40,324.83	9.18%
Other Certificated Salaries	1900	-	-	-	-	
Total, Certificated Salaries		5,591,618.30	1,859,353.00	5,955,521.77	363,903.47	6.51%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	
Non-certificated Support Salaries	2200	24,540.97	5,403.00	23,380.61	(1,160.36)	-4.73%
Non-certificated Supervisors' and Administrators' Sal.	2300	177,926.92	36,155.00	166,496.28	(11,430.64)	-6.42%
Clerical and Office Salaries	2400	123,198.93	55,988.00	146,238.01	23,039.08	18.70%
Other Non-certificated Salaries	2900	-	-	-	-	
Total, Non-certificated Salaries		325,666.82	97,546.00	336,114.90	10,448.08	3.21%
3. Employee Benefits						
STRS	3101-3102	1,067,999.10	322,889.00	1,130,050.60	62,051.50	5.81%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	105,991.98	40,425.00	121,129.21	15,137.23	14.28%
Health and Welfare Benefits	3401-3402	723,927.87	249,598.00	779,915.08	55,987.21	7.73%
Unemployment Insurance	3501-3502	105,485.81	576.00	84,969.85	(20,515.96)	-19.45%
Workers' Compensation Insurance	3601-3602	82,841.99	18,313.00	81,029.43	(1,812.56)	-2.19%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	14,655.01	64,209.00	75,303.73	60,648.72	413.84%
Total, Employee Benefits		2,100,901.76	696,010.00	2,272,397.90	171,496.14	8.16%



**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Central Valley  
CDS #: 54-71803-0112458  
Charter Approving Entity: Alpaugh Unified School District  
County: Tulare  
Charter #: 0804  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	670,578.34	411,454.00	654,949.94	(15,628.40)	-2.33%
Books and Other Reference Materials	4200	2,733.22	-	1,797.27	(935.95)	-34.24%
Materials and Supplies	4300	759,346.03	282,296.00	665,953.04	(93,392.99)	-12.30%
Noncapitalized Equipment	4400	241,357.10	77,842.00	537,146.51	295,789.41	122.55%
Food	4700	-	-	-	-	
Total, Books and Supplies		1,674,014.69	771,592.00	1,859,846.76	185,832.07	11.10%
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	1,323,923.13	22,845.00	1,431,612.02	107,688.89	8.13%
Travel and Conferences	5200	116,373.72	20,365.00	96,888.25	(19,485.47)	-16.74%
Dues and Memberships	5300	106,844.82	26,203.00	47,237.08	(59,607.74)	-55.79%
Insurance	5400	35,296.86	13,676.00	38,795.15	3,498.29	9.91%
Operations and Housekeeping Services	5500	5,149.26	-	3,699.86	(1,449.40)	-28.15%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	199,574.64	72,615.00	155,299.31	(44,275.33)	-22.18%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	1,422,333.68	229,929.00	1,372,846.19	(49,487.49)	-3.48%
Communications	5900	136,596.95	25,944.00	128,877.13	(7,719.82)	-5.65%
Total, Services and Other Operating Expenditures		3,346,093.06	411,577.00	3,275,254.99	(70,838.07)	-2.12%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	4,887.81	-	4,813.61	(74.20)	-1.52%
Total, Capital Outlay		4,887.81	-	4,813.61	(74.20)	-1.52%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
<b>8. TOTAL EXPENDITURES</b>		13,043,182.44	3,836,078.00	13,703,949.93	660,767.49	5.07%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		2,131,819.81	(1,239,420.50)	2,102,606.27	(29,213.54)	-1.37%

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Central Valley  
CDS #: 54-71803-0112458  
Charter Approving Entity: Alpaugh Unified School District  
County: Tulare  
Charter #: 0804  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		2,131,819.81	(1,239,420.50)	2,102,606.27	(29,213.54)	-1.37%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	5,583,069.23	5,017,117.71	5,017,117.71	(565,951.52)	-10.14%
b. Adjustments/Restatements	9793, 9795	(1.00)	(90,359.71)	(90,359.71)	(90,358.71)	9074253.90%
c. Adjusted Beginning Fund Balance		5,583,068.23	4,926,758.00	4,926,758.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		7,714,888.05	3,687,337.50	7,029,364.27		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	652,159.12	685,197.50	685,197.50	33,038.37	5.07%
Unassigned/Unappropriated Amount	9790	7,062,728.92	3,002,140.00	6,344,166.77	(718,562.15)	-10.17%

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) Central Valley  
CDS #: 54-71803-0112458  
Charter Approving Entity: Alpaugh Unified School District  
County: Tulare  
Charter #: 0804  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	9,193,129.00	0.00	9,193,129.00	9,703,338.00	10,186,932.00
Education Protection Account State Aid - Current Year	8012	3,575,380.00	0.00	3,575,380.00	3,683,357.00	3,809,328.00
State Aid - Prior Years	8019	1.00	0.00	1.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	784,021.00	0.00	784,021.00	784,021.00	784,021.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		13,552,531.00	0.00	13,552,531.00	14,170,716.00	14,780,281.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	261,321.67	261,321.67	261,322.00	261,322.00
Special Education - Federal	8181, 8182	0.00	108,300.50	108,300.50	135,586.60	135,586.60
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	369,622.17	369,622.17	396,908.60	396,908.60
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	736,832.23	736,832.23	842,025.42	842,025.42
All Other State Revenues	StateRevAO	223,536.25	919,602.42	1,143,138.67	1,143,662.00	358,883.00
Total, Other State Revenues		223,536.25	1,656,434.64	1,879,970.89	1,985,687.42	1,200,908.42
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	4,432.14	0.00	4,432.14	4,432.14	4,432.14
Total, Local Revenues		4,432.14	0.00	4,432.14	4,432.14	4,432.14
5. TOTAL REVENUES						
		13,780,499.39	2,026,056.81	15,806,556.20	16,557,744.16	16,382,530.16
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,976,831.55	891,996.99	4,868,828.54	5,168,178.00	5,310,820.00
Certificated Pupil Support Salaries	1200	590,615.95	16,551.01	607,166.96	646,330.58	664,169.31
Certificated Supervisors' and Administrators' Salaries	1300	479,526.27	0.00	479,526.27	495,639.35	509,319.00
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		5,046,973.77	908,548.00	5,955,521.77	6,310,147.93	6,484,308.30
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	0.00	0.00		
Non-certificated Support Salaries	2200	23,380.61	0.00	23,380.61	27,694.51	28,458.88
Non-certificated Supervisors' and Administrators' Sal.	2300	166,496.28	0.00	166,496.28	200,790.74	206,332.57
Clerical and Office Salaries	2400	146,238.01	0.00	146,238.01	139,030.14	142,867.37
Other Non-certificated Salaries	2900	0.00	0.00	0.00		
Total, Non-certificated Salaries		336,114.90	0.00	336,114.90	367,515.40	377,658.82

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) Central Valley  
CDS #: 54-71803-0112458  
Charter Approving Entity: Alpaugh Unified School District  
County: Tulare  
Charter #: 0804  
Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	747,952.86	382,097.74	1,130,050.60	1,205,238.27	1,238,502.85
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	(52,046.94)	173,176.15	121,129.21	119,612.00	122,913.00
Health and Welfare Benefits	3401-3402	632,000.83	147,914.25	779,915.08	816,953.47	839,501.38
Unemployment Insurance	3501-3502	68,854.95	16,114.90	84,969.85	105,494.26	105,496.31
Workers' Compensation Insurance	3601-3602	53,842.97	27,186.46	81,029.43	93,487.29	96,067.54
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	(44,191.16)	119,494.89	75,303.73	16,538.19	16,994.65
Total, Employee Benefits		1,406,413.52	865,984.38	2,272,397.90	2,357,323.48	2,419,475.73
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	654,949.94	0.00	654,949.94	672,633.58	691,198.27
Books and Other Reference Materials	4200	1,797.27	0.00	1,797.27	1,845.79	1,896.74
Materials and Supplies	4300	357,603.93	308,349.11	665,953.04	683,934.00	702,810.00
Noncapitalized Equipment	4400	537,146.51	0.00	537,146.51	551,649.46	566,874.99
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		1,551,497.65	308,349.11	1,859,846.76	1,910,062.84	1,962,780.00
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	35,003.97	1,396,608.05	1,431,612.02	1,470,265.55	1,510,844.87
Travel and Conferences	5200	96,888.25	0.00	96,888.25	99,504.23	102,250.55
Dues and Memberships	5300	47,237.08	0.00	47,237.08	48,512.48	49,851.42
Insurance	5400	38,795.15	0.00	38,795.15	39,842.62	40,942.28
Operations and Housekeeping Services	5500	3,699.86	0.00	3,699.86	3,800.00	3,905.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	155,299.31	0.00	155,299.31	158,013.77	160,863.47
Transfers of Direct Costs	5700-5799	1,522,661.49	(1,522,661.49)	0.00		
Professional/Consulting Services and Operating Expend.	5800	1,303,617.44	69,228.75	1,372,846.19	1,415,725.52	1,456,174.61
Communications	5900	128,877.13	0.00	128,877.13	132,357.00	136,010.00
Total, Services and Other Operating Expenditures		3,332,079.67	(56,824.68)	3,275,254.99	3,368,021.17	3,460,842.21
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	4,813.61	0.00	4,813.61	4,943.57	5,080.02
Total, Capital Outlay		4,813.61	0.00	4,813.61	4,943.57	5,080.02
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		11,677,893.12	2,026,056.81	13,703,949.93	14,318,014.40	14,710,145.08
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		2,102,606.27	0.00	2,102,606.27	2,239,729.76	1,672,385.08

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
 (continued) Central Valley  
 CDS #: 54-71803-0112458  
 Charter Approving Entity: Alpaugh Unified School District  
 County: Tulare  
 Charter #: 0804  
 Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		2,102,606.27	0.00	2,102,606.27	2,239,729.76	1,672,385.08
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	5,017,117.71	0.00	5,017,117.71	7,029,364.27	9,269,094.02
b. Adjustments/Restatements	9793, 9795	(90,359.71)	0.00	(90,359.71)		
c. Adjusted Beginning Balance		4,926,758.00	0.00	4,926,758.00	7,029,364.27	9,269,094.02
2. Ending Fund Balance, June 30 (E + F.1.c.)		7,029,364.27	0.00	7,029,364.27	9,269,094.02	10,941,479.10
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	685,197.50	0.00	685,197.50	715,900.72	735,507.25
Unassigned/Unappropriated Amount	9790	6,344,166.77	0.00	6,344,166.77	8,553,193.30	10,205,971.85

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report Certification**

Charter School Name: California Online Public School  
(continued) Northern California  
CDS #: 39-68650-0125849  
Charter Approving Entity: Ripon Unified School District  
County: San Joaquin  
Charter #: 1398  
Fiscal Year: 2025/26

**CERTIFICATION OF FINANCIAL CONDITION**

- ☒ **POSITIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- ☐ **QUALIFIED CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- ☐ **NEGATIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:

( ☒ ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print  
Name: LaChelle Carter Title: Director of Finance

To the County Superintendent of Schools:

( ☒ ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print  
Name: \_\_\_\_\_ Title: \_\_\_\_\_

For additional information on the First Interim Report, please contact:

For Approving Entity:

\_\_\_\_\_  
Name  
\_\_\_\_\_  
Title  
\_\_\_\_\_  
Phone  
\_\_\_\_\_  
E-mail

For Charter School:

LaChelle Carter  
Name  
Director of Finance  
Title  
909-588-0718  
Phone  
lcarter@californiaops.org  
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

\_\_\_\_\_  
Date

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) Northern California  
CDS #: 39-68650-0125849  
Charter Approving Entity: Ripon Unified School District  
County: San Joaquin  
Charter #: 1398  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description		Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	19,829,109.00		19,829,109.00	2,493,841.00		2,493,841.00	12,092,332.00		12,092,332.00
Education Protection Account State Aid - Current Year		8012	365,540.00		365,540.00	1,036,482.00		1,036,482.00	6,338,637.00		6,338,637.00
State Aid - Prior Years		8019	-		-	-		-	-		-
Transfers to Charter Schools in Lieu of Property Taxes		8096	3,577,156.00		3,577,156.00	-		-	3,103,018.00		3,103,018.00
Other LCFF Transfers		8091, 8097	-		-	-		-	-		-
Total, LCFFSources			23,771,805.00	-	23,771,805.00	3,530,323.00	-	3,530,323.00	21,533,987.00	-	21,533,987.00
2. Federal Revenues											
Every Student Succeeds Act (Title I - V)		8290		404,521.58	404,521.58		84,293.00	84,293.00		356,702.45	356,702.45
Special Education - Federal		8181, 8182		209,132.00	209,132.00		-	-		216,601.00	216,601.00
Child Nutrition - Federal		8220		-	-		-	-		-	-
Donated Food Commodities		8221		-	-		-	-		-	-
Other Federal Revenues		8110, 8260-8299		0.00	0.00	-	-	-	-	0.00	0.00
Total, Federal Revenues			-	613,653.58	613,653.58	-	84,293.00	84,293.00	-	573,303.45	573,303.45
3. Other State Revenues											
Special Education - State		StateRevSE		1,547,228.07	1,547,228.07		440,717.00	440,717.00		1,582,832.10	1,582,832.10
All Other State Revenues		StateRevAO	453,592.30	1,140,192.24	1,593,784.54	31,891.00	63,718.00	95,609.00	451,393.18	1,115,854.29	1,567,247.47
Total, Other State Revenues			453,592.30	2,687,420.31	3,141,012.61	31,891.00	504,435.00	536,326.00	451,393.18	2,698,686.39	3,150,079.57
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	51,919.02		51,919.02			-	35,857.48		35,857.48
Total, Local Revenues			51,919.02	-	51,919.02	-	-	-	35,857.48	-	35,857.48
5. TOTAL REVENUES			24,277,316.32	3,301,073.89	27,578,390.21	3,562,214.00	588,728.00	4,150,942.00	22,021,237.66	3,271,989.84	25,293,227.50
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	7,705,926.00	1,453,440.49	9,159,366.49	2,429,635.00	584,517.00	3,014,152.00	7,561,475.02	1,439,406.41	9,000,881.43
Certificated Pupil Support Salaries		1200		30,124.72	1,145,467.24	363,507.00	10,004.00	373,511.00	1,092,674.24	29,535.10	1,122,209.34
Certificated Supervisors' and Administrators' Salaries		1300	878,402.87	-	878,402.87	314,138.00	-	314,138.00	888,278.18	-	888,278.18
Other Certificated Salaries		1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries			9,699,671.39	1,483,565.21	11,183,236.60	3,107,280.00	594,521.00	3,701,801.00	9,542,427.44	1,468,941.51	11,011,368.95
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100	-	-	-	-	-	-	-	-	-
Non-certificated Support Salaries		2200	49,081.93	-	49,081.93	10,758.00	-	10,758.00	42,838.85	-	42,838.85
Non-certificated Supervisors' and Administrators' Sal.		2300	355,853.84	-	355,853.84	71,981.00	-	71,981.00	304,573.58	-	304,573.58
Clerical and Office Salaries		2400	246,397.86	-	246,397.86	111,468.00	-	111,468.00	272,518.15	-	272,518.15
Other Non-certificated Salaries		2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries			651,333.63	-	651,333.63	194,207.00	-	194,207.00	619,930.58	-	619,930.58
3. Employee Benefits											
STRS		3101-3102	1,852,637.23	283,360.96	2,135,998.19	534,192.00	108,658.00	642,850.00	1,498,257.62	534,758.58	2,033,016.20
PERS		3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative		3301-3302	190,472.25	21,511.70	211,983.95	72,148.00	8,335.00	80,483.00	178,583.59	40,976.77	219,560.36
Health and Welfare Benefits		3401-3402	1,256,355.77	191,499.96	1,447,855.73	512,242.00	(18,405.00)	493,837.00	1,080,113.36	360,068.62	1,440,181.98
Unemployment Insurance		3501-3502	91,691.61	13,860.00	105,551.61	1,128.00	16.00	1,144.00	61,483.26	24,099.97	85,583.23
Workers' Compensation Insurance		3601-3602	144,914.07	20,769.91	165,683.98	36,461.00	-	36,461.00	106,839.37	37,651.64	144,491.01
OPEB, Allocated		3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees		3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits		3901-3902	4,306.13	25,003.88	29,310.01	109,272.00	18,564.00	127,836.00	63,910.99	83,035.86	146,946.85
Total, Employee Benefits			3,540,377.07	556,006.40	4,096,383.47	1,265,443.00	117,168.00	1,382,611.00	2,989,188.19	1,080,591.44	4,069,779.63
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	1,341,156.68	-	1,341,156.68	1,250.00	817,918.00	819,168.00	1,253,683.81	-	1,253,683.81
Books and Other Reference Materials		4200	5,466.44	-	5,466.44	-	-	-	3,207.20	-	3,207.20
Materials and Supplies		4300	686,950.05	831,742.00	1,518,692.05	209,354.00	358,245.00	567,599.00	985,617.95	311,288.56	1,296,906.51
Noncapitalized Equipment		4400	482,714.21	-	482,714.21	154,926.00	50.00	154,976.00	262,423.85	-	262,423.85
Food		4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies			2,516,287.38	831,742.00	3,348,029.38	365,530.00	1,176,213.00	1,541,743.00	2,504,932.81	311,288.56	2,816,221.37
5. Services and Other Operating Expenditures											
Subagreements for Services		5100	72,023.46	2,575,822.80	2,647,846.26	312.00	55,094.00	55,406.00	62,482.80	2,495,518.34	2,558,001.14
Travel and Conferences		5200	232,747.44	-	232,747.44	35,469.00	793.00	36,262.00	172,816.90	-	172,816.90
Dues and Memberships		5300	213,689.64	-	213,689.64	51,798.00	-	51,798.00	89,333.08	-	89,333.08
Insurance		5400	70,593.71	-	70,593.71	27,225.00	-	27,225.00	72,049.85	-	72,049.85
Operations and Housekeeping Services		5500	10,298.52	-	10,298.52	5,073.00	-	5,073.00	11,675.37	-	11,675.37
Rentals, Leases, Repairs, and Noncap. Improvements		5600	399,149.28	-	399,149.28	145,272.00	-	145,272.00	292,821.24	-	292,821.24
Transfers of Direct Costs		5700-5799	2,431,536.33	(2,431,536.33)	-	1,389,195.00	(1,389,195.00)	-	2,360,582.01	(2,360,582.01)	-
Professional/Consulting Services and Operating Expend.		5800	2,478,952.88	285,473.80	2,764,426.68	447,584.00	34,134.00	481,718.00	2,076,233.88	276,231.99	2,352,465.87
Communications		5900	273,193.90	-	273,193.90	56,054.00	-	56,054.00	239,737.03	-	239,737.03
Total, Services and Other Operating Expenditures			6,182,185.16	429,760.27	6,611,945.43	2,157,982.00	(1,299,174.00)	858,808.00	5,377,732.15	411,168.33	5,788,900.48

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) Northern California  
CDS #: 39-68650-0125849  
Charter Approving Entity: Ripon Unified School District  
County: San Joaquin  
Charter #: 1398  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>6. Capital Outlay</b> (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	9,775.63		9,775.63	18,681.00		18,681.00	27,270.83		27,270.83
Total, Capital Outlay		9,775.63	-	9,775.63	18,681.00	-	18,681.00	27,270.83	-	27,270.83
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Transfers of Indirect Costs	7300-7399			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
<b>8. TOTAL EXPENDITURES</b>		22,599,630.25	3,301,073.89	25,900,704.14	7,109,123.00	588,728.00	7,697,851.00	21,061,482.00	3,271,989.84	24,333,471.84
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		1,677,686.07	-	1,677,686.07	(3,546,909.00)	-	(3,546,909.00)	959,755.66	(0.00)	959,755.66
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	-	-	-	-	-	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		1,677,686.07	-	1,677,686.07	(3,546,909.00)	-	(3,546,909.00)	959,755.66	(0.00)	959,755.66
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	4,431,755.66		4,431,755.66	4,115,814.39		4,115,814.39	4,115,814.39		4,115,814.39
b. Adjustments to Beginning Balance	9793, 9795	(0.02)		(0.02)	(213,512.39)		(213,512.39)	(213,512.39)		(213,512.39)
c. Adjusted Beginning Balance		4,431,755.64	-	4,431,755.64	3,902,302.00	-	3,902,302.00	3,902,302.00	-	3,902,302.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,109,441.71	-	6,109,441.71	355,393.00	-	355,393.00	4,862,057.66	(0.00)	4,862,057.66
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	1,295,035.21		1,295,035.21	1,216,673.59		1,216,673.59	1,216,673.59		1,216,673.59
Unassigned/Unappropriated Amount	9790	4,814,406.50	-	4,814,406.50	(861,280.59)	-	(861,280.59)	3,645,384.07	(0.00)	3,645,384.07



**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Northern California  
CDS #: 39-68650-0125849  
Charter Approving Entity: Ripon Unified School District  
County: San Joaquin  
Charter #: 1398  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	19,829,109.00	2,493,841.00	12,092,332.00	(7,736,777.00)	-39.02%
Education Protection Account State Aid - Current Year	8012	365,540.00	1,036,482.00	6,338,637.00	5,973,097.00	1634.05%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	3,577,156.00	-	3,103,018.00	(474,138.00)	-13.25%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		23,771,805.00	3,530,323.00	21,533,987.00	(2,237,818.00)	-9.41%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	404,521.58	84,293.00	356,702.45	(47,819.13)	-11.82%
Special Education - Federal	8181, 8182	209,132.00	-	216,601.00	7,469.00	3.57%
Child Nutrition - Federal	8220	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	0.00	-	0.00	(0.00)	-75.00%
Total, Federal Revenues		613,653.58	84,293.00	573,303.45	(40,350.13)	-6.58%
3. Other State Revenues						
Special Education - State	StateRevSE	1,547,228.07	440,717.00	1,582,832.10	35,604.03	2.30%
All Other State Revenues	StateRevAO	1,593,784.54	95,609.00	1,567,247.47	(26,537.06)	-1.67%
Total, Other State Revenues		3,141,012.61	536,326.00	3,150,079.57	9,066.97	0.29%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	51,919.02	-	35,857.48	(16,061.54)	-30.94%
Total, Local Revenues		51,919.02	-	35,857.48	(16,061.54)	-30.94%
5. TOTAL REVENUES		27,578,390.21	4,150,942.00	25,293,227.50	(2,285,162.70)	-8.29%
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	9,159,366.49	3,014,152.00	9,000,881.43	(158,485.06)	-1.73%
Certificated Pupil Support Salaries	1200	1,145,467.24	373,511.00	1,122,209.34	(23,257.90)	-2.03%
Certificated Supervisors' and Administrators' Salaries	1300	878,402.87	314,138.00	888,278.18	9,875.31	1.12%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		11,183,236.60	3,701,801.00	11,011,368.95	(171,867.65)	-1.54%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-
Non-certificated Support Salaries	2200	49,081.93	10,758.00	42,838.85	(6,243.08)	-12.72%
Non-certificated Supervisors' and Administrators' Sal.	2300	355,853.84	71,981.00	304,573.58	(51,280.26)	-14.41%
Clerical and Office Salaries	2400	246,397.86	111,468.00	272,518.15	26,120.29	10.60%
Other Non-certificated Salaries	2900	-	-	-	-	-
Total, Non-certificated Salaries		651,333.63	194,207.00	619,930.58	(31,403.05)	-4.82%
3. Employee Benefits						
STRS	3101-3102	2,135,998.19	642,850.00	2,033,016.20	(102,981.99)	-4.82%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	211,983.95	80,483.00	219,560.36	7,576.41	3.57%
Health and Welfare Benefits	3401-3402	1,447,855.73	493,837.00	1,440,181.98	(7,673.75)	-0.53%
Unemployment Insurance	3501-3502	105,551.61	1,144.00	85,583.23	(19,968.38)	-18.92%
Workers' Compensation Insurance	3601-3602	165,683.98	36,461.00	144,491.01	(21,192.97)	-12.79%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	29,310.01	127,836.00	146,946.85	117,636.84	401.35%
Total, Employee Benefits		4,096,383.47	1,382,611.00	4,069,779.63	(26,603.84)	-0.65%

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Northern California  
CDS #: 39-68650-0125849  
Charter Approving Entity: Ripon Unified School District  
County: San Joaquin  
Charter #: 1398  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	1,341,156.68	819,168.00	1,253,683.81	(87,472.87)	-6.52%
Books and Other Reference Materials	4200	5,466.44	-	3,207.20	(2,259.24)	-41.33%
Materials and Supplies	4300	1,518,692.05	567,599.00	1,296,906.51	(221,785.54)	-14.60%
Noncapitalized Equipment	4400	482,714.21	154,976.00	262,423.85	(220,290.36)	-45.64%
Food	4700	-	-	-	-	
Total, Books and Supplies		3,348,029.38	1,541,743.00	2,816,221.37	(531,808.01)	-15.88%
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	2,647,846.26	55,406.00	2,558,001.14	(89,845.12)	-3.39%
Travel and Conferences	5200	232,747.44	36,262.00	172,816.90	(59,930.54)	-25.75%
Dues and Memberships	5300	213,689.64	51,798.00	89,333.08	(124,356.56)	-58.19%
Insurance	5400	70,593.71	27,225.00	72,049.85	1,456.14	2.06%
Operations and Housekeeping Services	5500	10,298.52	5,073.00	11,675.37	1,376.85	13.37%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	399,149.28	145,272.00	292,821.24	(106,328.04)	-26.64%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	2,764,426.68	481,718.00	2,352,465.87	(411,960.81)	-14.90%
Communications	5900	273,193.90	56,054.00	239,737.03	(33,456.87)	-12.25%
Total, Services and Other Operating Expenditures		6,611,945.43	858,808.00	5,788,900.48	(823,044.95)	-12.45%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	9,775.63	18,681.00	27,270.83	17,495.20	178.97%
Total, Capital Outlay		9,775.63	18,681.00	27,270.83	17,495.20	178.97%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
<b>8. TOTAL EXPENDITURES</b>		25,900,704.14	7,697,851.00	24,333,471.84	(1,567,232.30)	-6.05%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		1,677,686.07	(3,546,909.00)	959,755.66	(717,930.40)	-42.79%

**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Northern California  
CDS #: 39-68650-0125849  
Charter Approving Entity: Ripon Unified School District  
County: San Joaquin  
Charter #: 1398  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		1,677,686.07	(3,546,909.00)	959,755.66	(717,930.40)	-42.79%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	4,431,755.66	4,115,814.39	4,115,814.39	(315,941.27)	-7.13%
b. Adjustments/Restatements	9793, 9795	(0.02)	(213,512.39)	(213,512.39)	(213,512.37)	983562638.68%
c. Adjusted Beginning Fund Balance		4,431,755.64	3,902,302.00	3,902,302.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,109,441.71	355,393.00	4,862,057.66		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	1,295,035.21	1,216,673.59	1,216,673.59	(78,361.62)	-6.05%
Unassigned/Unappropriated Amount	9790	4,814,406.50	(861,280.59)	3,645,384.07	(1,169,022.43)	-24.28%

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) Northern California  
CDS #: 39-68650-0125849  
Charter Approving Entity: Ripon Unified School District  
County: San Joaquin  
Charter #: 1398  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	12,092,332.00	0.00	12,092,332.00	12,581,485.00	13,181,812.00
Education Protection Account State Aid - Current Year	8012	6,338,637.00	0.00	6,338,637.00	6,530,065.00	6,753,391.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	3,103,018.00	0.00	3,103,018.00	3,103,018.00	3,103,018.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		21,533,987.00	0.00	21,533,987.00	22,214,568.00	23,038,221.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	356,702.45	356,702.45	356,702.00	356,702.00
Special Education - Federal	8181, 8182	0.00	216,601.00	216,601.00	240,933.45	240,933.45
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	573,303.45	573,303.45	597,635.45	597,635.45
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	1,582,832.10	1,582,832.10	1,502,585.06	1,502,585.06
All Other State Revenues	StateRevAO	451,393.18	1,115,854.29	1,567,247.47	1,363,565.00	1,299,486.00
Total, Other State Revenues		451,393.18	2,698,686.39	3,150,079.57	2,866,150.06	2,802,071.06
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	35,857.48	0.00	35,857.48	35,857.48	35,857.48
Total, Local Revenues		35,857.48	0.00	35,857.48	35,857.48	35,857.48
5. TOTAL REVENUES						
		22,021,237.66	3,271,989.84	25,293,227.50	25,714,210.99	26,473,784.99
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	7,561,475.02	1,439,406.41	9,000,881.43	9,222,557.00	9,477,099.00
Certificated Pupil Support Salaries	1200	1,092,674.24	29,535.10	1,122,209.34	1,153,369.79	1,185,202.79
Certificated Supervisors' and Administrators' Salaries	1300	888,278.18	0.00	888,278.18	884,462.95	908,874.12
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		9,542,427.44	1,468,941.51	11,011,368.95	11,260,389.73	11,571,175.92
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	0.00	0.00		
Non-certificated Support Salaries	2200	42,838.85	0.00	42,838.85	49,420.55	50,784.55
Non-certificated Supervisors' and Administrators' Sal.	2300	304,573.58	0.00	304,573.58	358,308.87	368,198.19
Clerical and Office Salaries	2400	272,518.15	0.00	272,518.15	248,097.75	254,945.25
Other Non-certificated Salaries	2900	0.00	0.00	0.00		
Total, Non-certificated Salaries		619,930.58	0.00	619,930.58	655,827.17	673,928.00

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) Northern California  
CDS #: 39-68650-0125849  
Charter Approving Entity: Ripon Unified School District  
County: San Joaquin  
Charter #: 1398  
Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	1,498,257.62	534,758.58	2,033,016.20	2,150,734.38	2,210,094.65
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	178,583.59	40,976.77	219,560.36	213,446.00	219,338.00
Health and Welfare Benefits	3401-3402	1,080,113.36	360,068.62	1,440,181.98	1,457,844.44	1,498,080.95
Unemployment Insurance	3501-3502	61,483.26	24,099.97	85,583.23	105,552.52	105,556.18
Workers' Compensation Insurance	3601-3602	106,839.37	37,651.64	144,491.01	166,827.03	171,431.46
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	63,910.99	83,035.86	146,946.85	29,512.22	30,326.76
Total, Employee Benefits		2,989,188.19	1,080,591.44	4,069,779.63	4,123,916.60	4,234,828.00
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	1,253,683.81	0.00	1,253,683.81	1,287,533.27	1,323,069.19
Books and Other Reference Materials	4200	3,207.20	0.00	3,207.20	3,293.80	3,384.71
Materials and Supplies	4300	985,617.95	311,288.56	1,296,906.51	1,331,923.00	1,368,684.00
Noncapitalized Equipment	4400	262,423.85	0.00	262,423.85	269,509.30	276,947.75
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		2,504,932.81	311,288.56	2,816,221.37	2,892,259.37	2,972,085.65
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	62,482.80	2,495,518.34	2,558,001.14	2,627,067.18	2,699,574.23
Travel and Conferences	5200	172,816.90	0.00	172,816.90	177,482.95	182,381.48
Dues and Memberships	5300	89,333.08	0.00	89,333.08	91,745.07	94,277.24
Insurance	5400	72,049.85	0.00	72,049.85	73,995.19	76,037.46
Operations and Housekeeping Services	5500	11,675.37	0.00	11,675.37	11,991.00	12,322.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	292,821.24	0.00	292,821.24	297,999.32	303,435.39
Transfers of Direct Costs	5700-5799	2,360,582.01	(2,360,582.01)	0.00		
Professional/Consulting Services and Operating Expend.	5800	2,076,233.88	276,231.99	2,352,465.87	2,413,839.10	2,481,122.74
Communications	5900	239,737.03	0.00	239,737.03	246,210.00	253,005.00
Total, Services and Other Operating Expenditures		5,377,732.15	411,168.33	5,788,900.48	5,940,329.82	6,102,155.54
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	27,270.83	0.00	27,270.83	28,007.14	28,780.14
Total, Capital Outlay		27,270.83	0.00	27,270.83	28,007.14	28,780.14
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		21,061,482.00	3,271,989.84	24,333,471.84	24,900,729.84	25,582,953.24
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		959,755.66	(0.00)	959,755.66	813,481.15	890,831.75

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
 (continued) Northern California  
 CDS #: 39-68650-0125849  
 Charter Approving Entity: Ripon Unified School District  
 County: San Joaquin  
 Charter #: 1398  
 Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		959,755.66	(0.00)	959,755.66	813,481.15	890,831.75
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	4,115,814.39	0.00	4,115,814.39	4,862,057.66	5,675,538.81
b. Adjustments/Restatements	9793, 9795	(213,512.39)	0.00	(213,512.39)		
c. Adjusted Beginning Balance		3,902,302.00	0.00	3,902,302.00	4,862,057.66	5,675,538.81
2. Ending Fund Balance, June 30 (E + F.1.c.)		4,862,057.66	(0.00)	4,862,057.66	5,675,538.81	6,566,370.56
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	1,216,673.59	0.00	1,216,673.59	1,245,036.49	1,279,147.66
Unassigned/Unappropriated Amount	9790	3,645,384.07	(0.00)	3,645,384.07	4,430,502.32	5,287,222.90

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report Certification**

Charter School Name: California Online Public School  
(continued) North Bay  
CDS #: 17-64055-0129601  
Charter Approving Entity: Middletown Unified School District  
County: Lake  
Charter #: 1653  
Fiscal Year: 2025/26

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**CERTIFICATION OF FINANCIAL CONDITION**

- X   **POSITIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

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To the entity that approved the charter school:

(   X   ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print  
Name: LaChelle Carter Title: Director of Finance

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To the County Superintendent of Schools:

(   X   ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print  
Name: \_\_\_\_\_ Title: \_\_\_\_\_

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For additional information on the First Interim Report, please contact:

For Approving Entity:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Phone

\_\_\_\_\_  
E-mail

For Charter School:

LaChelle Carter  
Name

Director of Finance  
Title

909-588-0718  
Phone

lcarter@californiaops.org  
E-mail

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This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

\_\_\_\_\_  
Date

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) North Bay  
CDS #: 17-64055-0129601  
Charter Approving Entity: Middletown Unified School District  
County: Lake  
Charter #: 1653  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description		Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	1,400,052.00		1,400,052.00	236,645.00		236,645.00	1,562,209.00		1,562,209.00
Education Protection Account State Aid - Current Year		8012	34,692.00		34,692.00	7,662.00		7,662.00	38,138.00		38,138.00
State Aid - Prior Years		8019	-		-	(4,730.00)		(4,730.00)	(4,730.00)		(4,730.00)
Transfers to Charter Schools in Lieu of Property Taxes		8096	861,073.00		861,073.00	135,453.00		135,453.00	936,419.00		936,419.00
Other LCFF Transfers		8091, 8097	-		-	-		-	-		-
Total, LCFFSources			2,295,817.00	-	2,295,817.00	375,030.00	-	375,030.00	2,532,036.00	-	2,532,036.00
2. Federal Revenues											
Every Student Succeeds Act (Title I - V)		8290		54,977.37	54,977.37		9,959.00	9,959.00		53,167.10	53,167.10
Special Education - Federal		8181, 8182		19,818.49	19,818.49		-	-		20,526.29	20,526.29
Child Nutrition - Federal		8220			-		-	-		-	-
Donated Food Commodities		8221			-		-	-		-	-
Other Federal Revenues		8110, 8260-8299			-		-	-		-	-
Total, Federal Revenues			-	74,795.86	74,795.86	-	9,959.00	9,959.00	-	73,693.39	73,693.39
3. Other State Revenues											
Special Education - State		StateRevSE		140,554.38	140,554.38		41,731.00	41,731.00		173,617.52	173,617.52
All Other State Revenues		StateRevAO	43,490.25	181,978.27	225,468.52	-	5,959.00	5,959.00	47,471.68	251,117.13	298,588.81
Total, Other State Revenues			43,490.25	322,532.65	366,022.90	-	47,690.00	47,690.00	47,471.68	424,734.66	472,206.34
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	1,732.49		1,732.49	1,496.35		1,496.35	2,865.44		2,865.44
Total, Local Revenues			1,732.49	-	1,732.49	1,496.35	-	1,496.35	2,865.44	-	2,865.44
5. TOTAL REVENUES			2,341,039.74	397,328.51	2,738,368.25	376,526.35	57,649.00	434,175.35	2,582,373.12	498,428.05	3,080,801.17
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	730,255.45	137,735.93	867,991.38	232,985.36	56,054.00	289,039.36	798,952.21	181,829.11	980,781.32
Certificated Pupil Support Salaries		1200	105,695.93	2,854.78	108,550.71	34,859.44	959.00	35,818.44	118,914.79	3,412.66	122,327.45
Certificated Supervisors' and Administrators' Salaries		1300	83,242.23	-	83,242.23	30,123.90	-	30,123.90	96,463.44	-	96,463.44
Other Certificated Salaries		1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries			919,193.61	140,590.71	1,059,784.32	297,968.70	57,013.00	354,981.70	1,014,330.44	185,241.77	1,199,572.21
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100			-		-	-		-	-
Non-certificated Support Salaries		2200	4,651.27		4,651.27	1,031.50		1,031.50	4,738.31		4,738.31
Non-certificated Supervisors' and Administrators' Sal.		2300	33,722.65		33,722.65	6,902.63		6,902.63	33,777.75		33,777.75
Clerical and Office Salaries		2400	23,350.00		23,350.00	10,689.37		10,689.37	29,298.05		29,298.05
Other Non-certificated Salaries		2900			-		-	-		-	-
Total, Non-certificated Salaries			61,723.92	-	61,723.92	18,623.50	-	18,623.50	67,814.11	-	67,814.11
3. Employee Benefits											
STRS		3101-3102	175,565.98	26,852.83	202,418.81	51,227.97	10,419.00	61,646.97	144,627.11	87,388.88	232,015.99
PERS		3201-3202	-		-	-		-	-		-
OASDI / Medicare / Alternative		3301-3302	18,050.18	2,038.57	20,088.75	6,918.51	799.00	7,717.51	18,041.47	6,703.64	24,745.11
Health and Welfare Benefits		3401-3402	119,059.10	18,147.58	137,206.68	50,033.75	(1,765.00)	48,268.75	100,371.68	57,243.34	157,615.02
Unemployment Insurance		3501-3502	28,806.59	4,217.72	33,024.31	107.74	2.00	109.74	19,425.80	12,167.72	31,593.52
Workers' Compensation Insurance		3601-3602	13,732.85	1,968.27	15,701.12	3,496.30		3,496.30	10,605.87	6,126.91	16,732.78
OPEB, Allocated		3701-3702	-		-	-		-	-		-
OPEB, Active Employees		3751-3752	-		-	-		-	-		-
Other Employee Benefits		3901-3902	408.08	2,369.50	2,777.58	10,480.13	1,780.00	12,260.13	3,745.45	10,856.26	14,601.71
Total, Employee Benefits			355,622.79	55,594.46	411,217.25	122,264.40	11,235.00	133,499.40	296,817.38	180,486.75	477,304.13
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	127,095.30	-	127,095.30	117.36	78,431.00	78,548.36	128,754.87	-	128,754.87
Books and Other Reference Materials		4200	518.03		518.03	-		-	370.58		370.58
Materials and Supplies		4300	13,103.73	130,815.79	143,919.52	20,325.08	34,092.00	54,417.08	59,670.80	73,261.00	132,931.80
Noncapitalized Equipment		4400	45,744.62		45,744.62	14,856.81	4.00	14,860.81	109,525.07		109,525.07
Food		4700	-		-	-		-	-		-
Total, Books and Supplies			186,461.68	130,815.79	317,277.47	35,299.25	112,527.00	147,826.25	298,321.32	73,261.00	371,582.32
5. Services and Other Operating Expenditures											
Subagreements for Services		5100	6,825.33	244,098.98	250,924.31	29.65	3,237.00	3,266.65	7,216.04	287,642.82	294,858.86
Travel and Conferences		5200	22,056.41		22,056.41	3,010.74	212.00	3,222.74	19,001.10		19,001.10
Dues and Memberships		5300	20,250.39		20,250.39	6,230.60		6,230.60	10,567.62		10,567.62
Insurance		5400	6,689.84		6,689.84	2,610.60		2,610.60	7,789.93		7,789.93
Operations and Housekeeping Services		5500	975.94		975.94				762.88		762.88
Rentals, Leases, Repairs, and Noncap. Improvements		5600	37,825.56		37,825.56	13,725.36		13,725.36	30,774.07		30,774.07
Transfers of Direct Costs		5700-5799	232,838.61	(232,838.61)	-	129,837.00	(129,837.00)	-	287,389.61	(287,389.61)	-
Professional/Consulting Services and Operating Expend.		5800	205,651.35	59,067.19	264,718.54	38,299.99	3,262.00	41,561.99	217,400.12	59,185.31	276,585.43
Communications		5900	25,889.34		25,889.34	4,953.11		4,953.11	26,176.93		26,176.93
Total, Services and Other Operating Expenditures			559,002.78	70,327.55	629,330.33	198,697.05	(123,126.00)	75,571.05	607,078.29	59,438.53	666,516.82



**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) North Bay  
CDS #: 17-64065-0129601  
Charter Approving Entity: Middletown Unified School District  
County: Lake  
Charter #: 1653  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>6. Capital Outlay</b> (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	926.39		926.39			-	1,488.78		1,488.78
Total, Capital Outlay		926.39	-	926.39	-	-	-	1,488.78	-	1,488.78
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Transfers of Indirect Costs	7300-7399			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
<b>8. TOTAL EXPENDITURES</b>		2,082,931.17	397,328.51	2,480,259.68	672,852.90	57,649.00	730,501.90	2,285,850.32	498,428.05	2,784,278.37
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		258,108.57	-	258,108.57	(296,326.55)	-	(296,326.55)	296,522.80	(0.00)	296,522.80
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	-	-	-	-	-	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		258,108.57	-	258,108.57	(296,326.55)	-	(296,326.55)	296,522.80	(0.00)	296,522.80
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	1,067,890.21		1,067,890.21	1,086,582.98		1,086,582.98	1,086,582.98		1,086,582.98
b. Adjustments to Beginning Balance	9793, 9795	(1.01)		(1.01)	(17,054.98)		(17,054.98)	(17,054.98)		(17,054.98)
c. Adjusted Beginning Balance		1,067,889.20	-	1,067,889.20	1,069,528.00	-	1,069,528.00	1,069,528.00	-	1,069,528.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,325,997.77	-	1,325,997.77	773,201.45	-	773,201.45	1,366,050.80	(0.00)	1,366,050.80
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	124,012.98		124,012.98	139,213.92		139,213.92	139,213.92		139,213.92
Unassigned/Unappropriated Amount	9790	1,201,984.79	-	1,201,984.79	633,987.53	-	633,987.53	1,226,836.88	(0.00)	1,226,836.88

**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) North Bay  
CDS #: 17-64055-0129601  
Charter Approving Entity: Middletown Unified School Dist  
County: Lake  
Charter #: 1653  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	1,400,052.00	236,645.00	1,562,209.00	162,157.00	11.58%
Education Protection Account State Aid - Current Year	8012	34,692.00	7,662.00	38,138.00	3,446.00	9.93%
State Aid - Prior Years	8019	-	(4,730.00)	(4,730.00)	(4,730.00)	New
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	861,073.00	135,453.00	936,419.00	75,346.00	8.75%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		2,295,817.00	375,030.00	2,532,036.00	236,219.00	10.29%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	54,977.37	9,959.00	53,167.10	(1,810.27)	-3.29%
Special Education - Federal	8181, 8182	19,818.49	-	20,526.29	707.80	3.57%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	-	-	-	
Total, Federal Revenues		74,795.86	9,959.00	73,693.39	(1,102.47)	-1.47%
3. Other State Revenues						
Special Education - State	StateRevSE	140,554.38	41,731.00	173,617.52	33,063.15	23.52%
All Other State Revenues	StateRevAO	225,468.52	5,959.00	298,588.81	73,120.29	32.43%
Total, Other State Revenues		366,022.90	47,690.00	472,206.34	106,183.44	29.01%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	1,732.49	1,496.35	2,865.44	1,132.95	65.39%
Total, Local Revenues		1,732.49	1,496.35	2,865.44	1,132.95	65.39%
5. TOTAL REVENUES		2,738,368.25	434,175.35	3,080,801.17	342,432.92	12.50%
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	867,991.38	289,039.36	980,781.32	112,789.94	12.99%
Certificated Pupil Support Salaries	1200	108,550.71	35,818.44	122,327.45	13,776.74	12.69%
Certificated Supervisors' and Administrators' Salaries	1300	83,242.23	30,123.90	96,463.44	13,221.21	15.88%
Other Certificated Salaries	1900	-	-	-	-	
Total, Certificated Salaries		1,059,784.32	354,981.70	1,199,572.21	139,787.89	13.19%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	
Non-certificated Support Salaries	2200	4,651.27	1,031.50	4,738.31	87.04	1.87%
Non-certificated Supervisors' and Administrators' Sal.	2300	33,722.65	6,902.63	33,777.75	55.10	0.16%
Clerical and Office Salaries	2400	23,350.00	10,689.37	29,298.05	5,948.05	25.47%
Other Non-certificated Salaries	2900	-	-	-	-	
Total, Non-certificated Salaries		61,723.92	18,623.50	67,814.11	6,090.19	9.87%
3. Employee Benefits						
STRS	3101-3102	202,418.81	61,646.97	232,015.99	29,597.18	14.62%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	20,088.75	7,717.51	24,745.11	4,656.36	23.18%
Health and Welfare Benefits	3401-3402	137,206.68	48,268.75	157,615.02	20,408.34	14.87%
Unemployment Insurance	3501-3502	33,024.31	109.74	31,593.52	(1,430.79)	-4.33%
Workers' Compensation Insurance	3601-3602	15,701.12	3,496.30	16,732.78	1,031.66	6.57%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	2,777.58	12,260.13	14,601.71	11,824.13	425.70%
Total, Employee Benefits		411,217.25	133,499.40	477,304.13	66,086.88	16.07%

**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) North Bay  
CDS #: 17-64055-0129601  
Charter Approving Entity: Middletown Unified School Dist  
County: Lake  
Charter #: 1653  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	127,095.30	78,548.36	128,754.87	1,659.57	1.31%
Books and Other Reference Materials	4200	518.03	-	370.58	(147.45)	-28.46%
Materials and Supplies	4300	143,919.52	54,417.08	132,931.80	(10,987.72)	-7.63%
Noncapitalized Equipment	4400	45,744.62	14,860.81	109,525.07	63,780.45	139.43%
Food	4700	-	-	-	-	
Total, Books and Supplies		317,277.47	147,826.25	371,582.32	54,304.85	17.12%
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	250,924.31	3,266.65	294,858.86	43,934.55	17.51%
Travel and Conferences	5200	22,056.41	3,222.74	19,001.10	(3,055.31)	-13.85%
Dues and Memberships	5300	20,250.39	6,230.60	10,567.62	(9,682.77)	-47.82%
Insurance	5400	6,689.84	2,610.60	7,789.93	1,100.09	16.44%
Operations and Housekeeping Services	5500	975.94	-	762.88	(213.06)	-21.83%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	37,825.56	13,725.36	30,774.07	(7,051.49)	-18.64%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	264,718.54	41,561.99	276,585.43	11,866.89	4.48%
Communications	5900	25,889.34	4,953.11	26,176.93	287.59	1.11%
Total, Services and Other Operating Expenditures		629,330.33	75,571.05	666,516.82	37,186.49	5.91%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	926.39	-	1,488.78	562.39	60.71%
Total, Capital Outlay		926.39	-	1,488.78	562.39	60.71%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
<b>8. TOTAL EXPENDITURES</b>		2,480,259.68	730,501.90	2,784,278.37	304,018.69	12.26%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		258,108.57	(296,326.55)	296,522.80	38,414.23	14.88%

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) North Bay  
CDS #: 17-64055-0129601  
Charter Approving Entity: Middletown Unified School Dist  
County: Lake  
Charter #: 1653  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		258,108.57	(296,326.55)	296,522.80	38,414.23	14.88%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,067,890.21	1,086,582.98	1,086,582.98	18,692.77	1.75%
b. Adjustments/Restatements	9793, 9795	(1.01)	(17,054.98)	(17,054.98)	(17,053.97)	1681431.32%
c. Adjusted Beginning Fund Balance		1,067,889.20	1,069,528.00	1,069,528.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,325,997.77	773,201.45	1,366,050.80		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	124,012.98	139,213.92	139,213.92	15,200.93	12.26%
Unassigned/Unappropriated Amount	9790	1,201,984.79	633,987.53	1,226,836.88	24,852.09	2.07%

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) North Bay  
CDS #: 17-64055-0129601  
Charter Approving Entity: Middletown Unified School Distri  
County: Lake  
Charter #: 1653  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	1,562,209.00	0.00	1,562,209.00	1,647,028.00	1,746,303.00
Education Protection Account State Aid - Current Year	8012	38,138.00	0.00	38,138.00	38,138.00	38,138.00
State Aid - Prior Years	8019	(4,730.00)	0.00	(4,730.00)	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	936,419.00	0.00	936,419.00	936,419.00	936,419.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		2,532,036.00	0.00	2,532,036.00	2,621,585.00	2,720,860.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	53,167.10	53,167.10	53,167.00	53,167.00
Special Education - Federal	8181, 8182	0.00	20,526.29	20,526.29	28,130.00	28,130.00
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	73,693.39	73,693.39	81,297.00	81,297.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	173,617.52	173,617.52	173,617.52	173,617.52
All Other State Revenues	StateRevAO	47,471.68	251,117.13	298,588.81	166,243.00	124,929.00
Total, Other State Revenues		47,471.68	424,734.66	472,206.34	339,860.52	298,546.52
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	2,865.44	0.00	2,865.44	2,865.44	2,865.44
Total, Local Revenues		2,865.44	0.00	2,865.44	2,865.44	2,865.44
5. TOTAL REVENUES						
		2,582,373.12	498,428.05	3,080,801.17	3,045,607.96	3,103,568.96
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	798,952.21	181,829.11	980,781.32	1,065,628.00	1,095,040.00
Certificated Pupil Support Salaries	1200	118,914.79	3,412.66	122,327.45	133,267.14	136,945.31
Certificated Supervisors' and Administrators' Salaries	1300	96,463.44	0.00	96,463.44	102,196.06	105,016.67
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		1,014,330.44	185,241.77	1,199,572.21	1,301,091.19	1,337,001.98
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	0.00	0.00		
Non-certificated Support Salaries	2200	4,738.31	0.00	4,738.31	5,710.34	5,867.95
Non-certificated Supervisors' and Administrators' Sal.	2300	33,777.75	0.00	33,777.75	41,401.12	42,543.79
Clerical and Office Salaries	2400	29,298.05	0.00	29,298.05	28,666.68	29,457.88
Other Non-certificated Salaries	2900	0.00	0.00	0.00		
Total, Non-certificated Salaries		67,814.11	0.00	67,814.11	75,778.13	77,869.61

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) North Bay  
CDS #: 17-64055-0129601  
Charter Approving Entity: Middletown Unified School Distri  
County: Lake  
Charter #: 1653  
Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	144,627.11	87,388.88	232,015.99	248,508.52	255,367.35
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	18,041.47	6,703.64	24,745.11	24,663.00	25,344.00
Health and Welfare Benefits	3401-3402	100,371.68	57,243.34	157,615.02	168,447.93	173,097.09
Unemployment Insurance	3501-3502	19,425.80	12,167.72	31,593.52	40,394.62	41,482.41
Workers' Compensation Insurance	3601-3602	10,605.87	6,126.91	16,732.78	19,276.18	19,808.20
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	3,745.45	10,856.26	14,601.71	3,410.02	3,504.13
Total, Employee Benefits		296,817.38	180,486.75	477,304.13	504,700.27	518,603.19
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	128,754.87	0.00	128,754.87	132,231.26	135,880.84
Books and Other Reference Materials	4200	370.58	0.00	370.58	380.58	391.09
Materials and Supplies	4300	59,670.80	73,261.00	132,931.80	136,521.00	140,289.00
Noncapitalized Equipment	4400	109,525.07	0.00	109,525.07	112,482.25	115,586.76
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		298,321.32	73,261.00	371,582.32	381,615.09	392,147.69
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	7,216.04	287,642.82	294,858.86	302,820.05	311,177.88
Travel and Conferences	5200	19,001.10	0.00	19,001.10	19,514.13	20,052.72
Dues and Memberships	5300	10,567.62	0.00	10,567.62	10,852.95	11,152.49
Insurance	5400	7,789.93	0.00	7,789.93	8,000.25	8,221.06
Operations and Housekeeping Services	5500	762.88	0.00	762.88	783.00	805.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	30,774.07	0.00	30,774.07	31,306.61	31,865.68
Transfers of Direct Costs	5700-5799	287,389.61	(287,389.61)	0.00		
Professional/Consulting Services and Operating Expend.	5800	217,400.12	59,185.31	276,585.43	284,335.94	292,285.75
Communications	5900	26,176.93	0.00	26,176.93	26,884.00	27,626.00
Total, Services and Other Operating Expenditures		607,078.29	59,438.53	666,516.82	684,496.92	703,186.58
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	1,488.78	0.00	1,488.78	1,528.98	1,571.18
Total, Capital Outlay		1,488.78	0.00	1,488.78	1,528.98	1,571.18
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		2,285,850.32	498,428.05	2,784,278.37	2,949,210.58	3,030,380.21
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		296,522.80	(0.00)	296,522.80	96,397.39	73,188.75

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
 (continued) North Bay  
 CDS #: 17-64055-0129601  
 Charter Approving Entity: Middletown Unified School Distri  
 County: Lake  
 Charter #: 1653  
 Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		296,522.80	(0.00)	296,522.80	96,397.39	73,188.75
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,086,582.98	0.00	1,086,582.98	1,366,050.80	1,462,448.18
b. Adjustments/Restatements	9793, 9795	(17,054.98)	0.00	(17,054.98)		
c. Adjusted Beginning Balance		1,069,528.00	0.00	1,069,528.00	1,366,050.80	1,462,448.18
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,366,050.80	(0.00)	1,366,050.80	1,462,448.18	1,535,636.93
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	139,213.92	0.00	139,213.92	147,460.53	151,519.01
Unassigned/Unappropriated Amount	9790	1,226,836.88	(0.00)	1,226,836.88	1,314,987.65	1,384,117.92

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report Certification**

Charter School Name: California Online Public School  
(continued) Monterey Bay  
CDS #: 44-75432-0139410  
Charter Approving Entity: Scotts Valley Unified School D  
County: Santa Cruz  
Charter #: 2056  
Fiscal Year: 2025/26

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**CERTIFICATION OF FINANCIAL CONDITION**

- X   **POSITIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

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To the entity that approved the charter school:  
(   X   ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print  
Name: LaChelle Carter Title: Director of Finance

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To the County Superintendent of Schools:  
(   X   ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print  
Name: \_\_\_\_\_ Title: \_\_\_\_\_

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For additional information on the First Interim Report, please contact:

For Approving Entity:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Phone

\_\_\_\_\_  
E-mail

For Charter School:

LaChelle Carter  
Name

Director of Finance  
Title

909-588-0718  
Phone

lcarter@californiaops.org  
E-mail

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This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

\_\_\_\_\_  
Date



**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) Monterey Bay  
CDS #: 44-75432-0139410  
Charter Approving Entity: Scotts Valley Unified School District  
County: Santa Cruz  
Charter #: 2056  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description		Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	3,050,425.00		3,050,425.00	495,236.00		495,236.00	2,964,731.00		2,964,731.00
Education Protection Account State Aid - Current Year		8012	107,604.00		107,604.00	22,717.00		22,717.00	102,248.00		102,248.00
State Aid - Prior Years		8019				-		-			
Transfers to Charter Schools in Lieu of Property Taxes		8096	3,815,353.00		3,815,353.00	-		-	3,578,067.00		3,578,067.00
Other LCFF Transfers		8091, 8097				-		-			
Total, LCFF Sources			6,973,382.00	-	6,973,382.00	517,953.00	-	517,953.00	6,645,046.00	-	6,645,046.00
2. Federal Revenues											
Every Student Succeeds Act (Title I - V)		8290			-			-		82,401.00	82,401.00
Special Education - Federal		8181, 8182		61,653.20	61,653.20			-		63,855.10	63,855.10
Child Nutrition - Federal		8220			-			-			-
Donated Food Commodities		8221			-			-			-
Other Federal Revenues		8110, 8260-8299			-			-			-
Total, Federal Revenues			-	61,653.20	61,653.20	-	-	-	-	146,256.10	146,256.10
3. Other State Revenues											
Special Education - State		StateRevSE		498,406.54	498,406.54		142,882.00	142,882.00		509,875.62	509,875.62
All Other State Revenues		StateRevAO	135,082.47	152,079.94	287,162.41	15,782.00	22,723.00	38,505.00	145,702.76	174,515.49	320,218.25
Total, Other State Revenues			135,082.47	650,486.48	785,568.95	15,782.00	165,605.00	181,387.00	145,702.76	684,391.11	830,093.87
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	15,613.68		15,613.68	1,918.00		1,918.00	12,806.83		12,806.83
Total, Local Revenues			15,613.68	-	15,613.68	1,918.00	-	1,918.00	12,806.83	-	12,806.83
5. TOTAL REVENUES			7,124,078.15	712,139.68	7,836,217.83	535,653.00	165,605.00	701,258.00	6,803,555.59	830,647.21	7,634,202.80
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	2,358,283.02	341,945.80	2,700,228.82	721,126.00	173,489.00	894,615.00	2,291,615.02	457,560.59	2,749,175.61
Certificated Pupil Support Salaries		1200	337,689.69	-	337,689.69	107,891.00	2,969.00	110,860.00	333,641.38	9,149.34	342,790.72
Certificated Supervisors' and Administrators' Salaries		1300	258,957.73	-	258,957.73	93,238.00	-	93,238.00	271,094.34	-	271,094.34
Other Certificated Salaries		1900			-	-		-	-	-	-
Total, Certificated Salaries			2,954,930.44	341,945.80	3,296,876.24	922,255.00	176,458.00	1,098,713.00	2,896,350.73	466,709.94	3,363,060.67
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100			-	-	-	-	-	-	-
Non-certificated Support Salaries		2200	14,469.61		14,469.61	3,194.00		3,194.00	13,131.96		13,131.96
Non-certificated Supervisors' and Administrators' Sal.		2300	104,907.56		104,907.56	21,365.00		21,365.00	93,417.20		93,417.20
Clerical and Office Salaries		2400	72,639.37		72,639.37	33,083.00		33,083.00	82,972.89		82,972.89
Other Non-certificated Salaries		2900			-	-		-	-		-
Total, Non-certificated Salaries			192,016.54	-	192,016.54	57,642.00	-	57,642.00	189,522.05	-	189,522.05
3. Employee Benefits											
STRS		3101-3102	564,391.71	65,311.65	629,703.36	158,551.00	32,252.00	190,803.00	538,837.67	88,758.80	627,596.47
PERS		3201-3202			-	-		-	-		-
OASDI / Medicare / Alternative		3301-3302	57,535.76	4,958.21	62,493.97	21,416.00	2,473.00	23,889.00	60,835.20	6,742.08	67,577.28
Health and Welfare Benefits		3401-3402	383,210.93	43,624.46	426,835.39	151,722.00	(5,461.00)	146,261.00	379,468.86	59,949.56	439,418.42
Unemployment Insurance		3501-3502	85,666.15	10,151.92	95,818.07	335.00	4.00	339.00	65,271.75	13,540.50	78,812.25
Workers' Compensation Insurance		3601-3602	44,057.26	4,787.24	48,844.50	10,822.00		10,822.00	38,273.23	6,490.29	44,763.52
OPEB, Allocated		3701-3702	-		-	-		-	-		-
OPEB, Active Employees		3751-3752	-		-	-		-	-		-
Other Employee Benefits		3901-3902	(6,746.82)	15,387.56	8,640.74	32,432.00	5,510.00	37,942.00	23,491.36	20,455.00	43,946.36
Total, Employee Benefits			1,128,114.99	144,221.04	1,272,336.03	375,278.00	34,778.00	410,056.00	1,106,178.07	195,936.23	1,302,114.30
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	395,379.96	-	395,379.96	372.00	242,761.00	243,133.00	377,736.69	-	377,736.69
Books and Other Reference Materials		4200	1,611.53		1,611.53	-		-	993.52		993.52
Materials and Supplies		4300	340,091.42	107,626.89	447,718.31	56,960.00	110,135.00	167,095.00	269,124.67	110,770.70	379,895.37
Noncapitalized Equipment		4400	142,306.66		142,306.66	45,983.00	15.00	45,998.00	258,210.61		258,210.61
Food		4700			-	-		-	-		-
Total, Books and Supplies			879,389.57	107,626.89	987,016.46	103,315.00	352,911.00	456,226.00	906,065.49	110,770.70	1,016,836.19
5. Services and Other Operating Expenditures											
Subagreements for Services		5100	21,232.89	759,365.94	780,598.83	93.00	21,579.00	21,672.00	19,353.77	703,778.77	723,132.54
Travel and Conferences		5200	68,615.15		68,615.15	5,821.00		5,821.00	48,122.78		48,122.78
Dues and Memberships		5300	62,996.82		62,996.82	16,587.00		16,587.00	28,214.56		28,214.56
Insurance		5400	20,811.39		20,811.39	8,080.00		8,080.00	21,965.78		21,965.78
Operations and Housekeeping Services		5500	3,036.06		3,036.06			-	2,045.27		2,045.27
Rentals, Leases, Repairs, and Noncap. Improvements		5600	117,671.28		117,671.28	41,764.00		41,764.00	87,471.60		87,471.60
Transfers of Direct Costs		5700-5799	657,821.79	(657,821.79)		427,113.00	(427,113.00)		657,069.44	(657,069.44)	-
Professional/Consulting Services and Operating Expend.		5800	810,008.23		810,008.23	117,539.00	6,992.00	124,531.00	697,642.15	10,521.00	708,163.15
Communications		5900	63,737.19	16,801.79	80,538.98	15,332.00		15,332.00	72,233.07		72,233.07
Total, Services and Other Operating Expenditures			1,825,930.80	118,345.94	1,944,276.74	632,329.00	(398,542.00)	233,787.00	1,634,118.41	57,230.34	1,691,348.75

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) Monterey Bay  
CDS #: 44-75432-0139410  
Charter Approving Entity: Scotts Valley Unified School District  
County: Santa Cruz  
Charter #: 2056  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>6. Capital Outlay</b> (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	2,881.91		2,881.91			-	2,660.95		2,660.95
Total, Capital Outlay		2,881.91	-	2,881.91	-	-	-	2,660.95	-	2,660.95
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Transfers of Indirect Costs	7300-7399			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
<b>8. TOTAL EXPENDITURES</b>		6,983,264.24	712,139.68	7,695,403.92	2,090,819.00	165,605.00	2,256,424.00	6,734,895.70	830,647.21	7,565,542.91
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		140,813.91	0.00	140,813.91	(1,555,166.00)	-	(1,555,166.00)	68,659.89	(0.00)	68,659.89
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	-	-	-	-	-	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		140,813.91	0.00	140,813.91	(1,555,166.00)	-	(1,555,166.00)	68,659.89	(0.00)	68,659.89
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	388,518.68		388,518.68	396,025.61		396,025.61	396,025.61		396,025.61
b. Adjustments to Beginning Balance	9793, 9795	(1.44)		(1.44)	(38,033.61)		(38,033.61)	(38,033.61)		(38,033.61)
c. Adjusted Beginning Balance		388,517.24	-	388,517.24	357,992.00	-	357,992.00	357,992.00	-	357,992.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		529,331.16	0.00	529,331.16	(1,197,174.00)	-	(1,197,174.00)	426,651.89	(0.00)	426,651.89
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	384,770.20		384,770.20	378,277.15		378,277.15	378,277.15		378,277.15
Unassigned/Unappropriated Amount	9790	144,560.96	0.00	144,560.96	(1,575,451.15)	-	(1,575,451.15)	48,374.74	(0.00)	48,374.74

**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Monterey Bay  
CDS #: 44-75432-0139410  
Charter Approving Entity: Scotts Valley Unified School Dis  
County: Santa Cruz  
Charter #: 2056  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,050,425.00	495,236.00	2,964,731.00	(85,694.00)	-2.81%
Education Protection Account State Aid - Current Year	8012	107,604.00	22,717.00	102,248.00	(5,356.00)	-4.98%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	3,815,353.00	-	3,578,067.00	(237,286.00)	-6.22%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		6,973,382.00	517,953.00	6,645,046.00	(328,336.00)	-4.71%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	-	-	82,401.00	82,401.00	New
Special Education - Federal	8181, 8182	61,653.20	-	63,855.10	2,201.90	3.57%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	-	-	-	
Total, Federal Revenues		61,653.20	-	146,256.10	84,602.90	137.22%
3. Other State Revenues						
Special Education - State	StateRevSE	498,406.54	142,882.00	509,875.62	11,469.08	2.30%
All Other State Revenues	StateRevAO	287,162.41	38,505.00	320,218.25	33,055.84	11.51%
Total, Other State Revenues		785,568.95	181,387.00	830,093.87	44,524.92	5.67%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	15,613.68	1,918.00	12,806.83	(2,806.85)	-17.98%
Total, Local Revenues		15,613.68	1,918.00	12,806.83	(2,806.85)	-17.98%
5. TOTAL REVENUES		7,836,217.83	701,258.00	7,634,202.80	(202,015.03)	-2.58%
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,700,228.82	894,615.00	2,749,175.61	48,946.79	1.81%
Certificated Pupil Support Salaries	1200	337,689.69	110,860.00	342,790.72	5,101.03	1.51%
Certificated Supervisors' and Administrators' Salaries	1300	258,957.73	93,238.00	271,094.34	12,136.61	4.69%
Other Certificated Salaries	1900	-	-	-	-	
Total, Certificated Salaries		3,296,876.24	1,098,713.00	3,363,060.67	66,184.43	2.01%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	
Non-certificated Support Salaries	2200	14,469.61	3,194.00	13,131.96	(1,337.65)	-9.24%
Non-certificated Supervisors' and Administrators' Sal.	2300	104,907.56	21,365.00	93,417.20	(11,490.36)	-10.95%
Clerical and Office Salaries	2400	72,639.37	33,083.00	82,972.89	10,333.52	14.23%
Other Non-certificated Salaries	2900	-	-	-	-	
Total, Non-certificated Salaries		192,016.54	57,642.00	189,522.05	(2,494.49)	-1.30%
3. Employee Benefits						
STRS	3101-3102	629,703.36	190,803.00	627,596.47	(2,106.89)	-0.33%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	62,493.97	23,889.00	67,577.28	5,083.31	8.13%
Health and Welfare Benefits	3401-3402	426,835.39	146,261.00	439,418.42	12,583.03	2.95%
Unemployment Insurance	3501-3502	95,818.07	339.00	78,812.25	(17,005.82)	-17.75%
Workers' Compensation Insurance	3601-3602	48,844.50	10,822.00	44,763.52	(4,080.98)	-8.36%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	8,640.74	37,942.00	43,946.36	35,305.62	408.59%
Total, Employee Benefits		1,272,336.03	410,056.00	1,302,114.30	29,778.27	2.34%

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Monterey Bay  
CDS #: 44-75432-0139410  
Charter Approving Entity: Scotts Valley Unified School Dis  
County: Santa Cruz  
Charter #: 2056  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	395,379.96	243,133.00	377,736.69	(17,643.27)	-4.46%
Books and Other Reference Materials	4200	1,611.53	-	993.52	(618.01)	-38.35%
Materials and Supplies	4300	447,718.31	167,095.00	379,895.37	(67,822.94)	-15.15%
Noncapitalized Equipment	4400	142,306.66	45,998.00	258,210.61	115,903.95	81.45%
Food	4700	-	-	-	-	
Total, Books and Supplies		987,016.46	456,226.00	1,016,836.19	29,819.73	3.02%
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	780,598.83	21,672.00	723,132.54	(57,466.29)	-7.36%
Travel and Conferences	5200	68,615.15	5,821.00	48,122.78	(20,492.37)	-29.87%
Dues and Memberships	5300	62,996.82	16,587.00	28,214.56	(34,782.26)	-55.21%
Insurance	5400	20,811.39	8,080.00	21,965.78	1,154.39	5.55%
Operations and Housekeeping Services	5500	3,036.06	-	2,045.27	(990.79)	-32.63%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	117,671.28	41,764.00	87,471.60	(30,199.68)	-25.66%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	810,008.23	124,531.00	708,163.15	(101,845.08)	-12.57%
Communications	5900	80,538.98	15,332.00	72,233.07	(8,305.91)	-10.31%
Total, Services and Other Operating Expenditures		1,944,276.74	233,787.00	1,691,348.75	(252,927.99)	-13.01%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	2,881.91	-	2,660.95	(220.96)	-7.67%
Total, Capital Outlay		2,881.91	-	2,660.95	(220.96)	-7.67%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
<b>8. TOTAL EXPENDITURES</b>		7,695,403.92	2,256,424.00	7,565,542.91	(129,861.01)	-1.69%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		140,813.91	(1,555,166.00)	68,659.89	(72,154.02)	-51.24%

**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Monterey Bay  
CDS #: 44-75432-0139410  
Charter Approving Entity: Scotts Valley Unified School Dis  
County: Santa Cruz  
Charter #: 2056  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		140,813.91	(1,555,166.00)	68,659.89	(72,154.02)	-51.24%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	388,518.68	396,025.61	396,025.61	7,506.93	1.93%
b. Adjustments/Restatements	9793, 9795	(1.44)	(38,033.61)	(38,033.61)	(38,032.17)	2642544.36%
c. Adjusted Beginning Fund Balance		388,517.24	357,992.00	357,992.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		529,331.16	(1,197,174.00)	426,651.89		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	384,770.20	378,277.15	378,277.15	(6,493.05)	-1.69%
Unassigned/Unappropriated Amount	9790	144,560.96	(1,575,451.15)	48,374.74	(96,186.22)	-66.54%

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) Monterey Bay  
CDS #: 44-75432-0139410  
Charter Approving Entity: Scotts Valley Unified School Dist  
County: Santa Cruz  
Charter #: 2056  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	2,964,731.00	0.00	2,964,731.00	3,181,803.00	3,433,625.00
Education Protection Account State Aid - Current Year	8012	102,248.00	0.00	102,248.00	102,248.00	102,248.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	3,578,067.00	0.00	3,578,067.00	3,578,067.00	3,578,067.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		6,645,046.00	0.00	6,645,046.00	6,862,118.00	7,113,940.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	82,401.00	82,401.00	82,401.00	82,401.00
Special Education - Federal	8181, 8182	0.00	63,855.10	63,855.10	75,247.75	75,247.75
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	146,256.10	146,256.10	157,648.75	157,648.75
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	509,875.62	509,875.62	465,468.68	465,468.68
All Other State Revenues	StateRevAO	145,702.76	174,515.49	320,218.25	381,603.00	240,101.00
Total, Other State Revenues		145,702.76	684,391.11	830,093.87	847,071.68	705,569.68
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	12,806.83	0.00	12,806.83	12,806.83	12,806.83
Total, Local Revenues		12,806.83	0.00	12,806.83	12,806.83	12,806.83
5. TOTAL REVENUES						
		6,803,555.59	830,647.21	7,634,202.80	7,879,645.26	7,989,965.26
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,291,615.02	457,560.59	2,749,175.61	2,856,951.00	2,856,951.00
Certificated Pupil Support Salaries	1200	333,641.38	9,149.34	342,790.72	357,289.27	357,289.27
Certificated Supervisors' and Administrators' Salaries	1300	271,094.34	0.00	271,094.34	273,987.69	273,987.69
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		2,896,350.73	466,709.94	3,363,060.67	3,488,227.95	3,488,227.95
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	0.00	0.00		
Non-certificated Support Salaries	2200	13,131.96	0.00	13,131.96	15,309.43	15,309.43
Non-certificated Supervisors' and Administrators' Sal.	2300	93,417.20	0.00	93,417.20	110,996.42	110,996.42
Clerical and Office Salaries	2400	82,972.89	0.00	82,972.89	76,855.37	76,855.37
Other Non-certificated Salaries	2900	0.00	0.00	0.00		
Total, Non-certificated Salaries		189,522.05	0.00	189,522.05	203,161.22	203,161.22

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) Monterey Bay  
CDS #: 44-75432-0139410  
Charter Approving Entity: Scotts Valley Unified School Dist  
County: Santa Cruz  
Charter #: 2056  
Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	538,837.67	88,758.80	627,596.47	666,251.47	666,251.47
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	60,835.20	6,742.08	67,577.28	66,121.00	66,121.00
Health and Welfare Benefits	3401-3402	379,468.86	59,949.56	439,418.42	451,609.00	451,609.00
Unemployment Insurance	3501-3502	65,271.75	13,540.50	78,812.25	99,951.50	99,951.50
Workers' Compensation Insurance	3601-3602	38,273.23	6,490.29	44,763.52	51,679.44	51,679.44
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	23,491.36	20,455.00	43,946.36	9,142.25	9,142.25
Total, Employee Benefits		1,106,178.07	195,936.23	1,302,114.30	1,344,754.67	1,344,754.66
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	377,736.69	0.00	377,736.69	387,935.59	398,642.61
Books and Other Reference Materials	4200	993.52	0.00	993.52	1,020.35	1,048.51
Materials and Supplies	4300	269,124.67	110,770.70	379,895.37	390,153.00	400,921.00
Noncapitalized Equipment	4400	258,210.61	0.00	258,210.61	265,182.29	272,501.32
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		906,065.49	110,770.70	1,016,836.19	1,044,291.23	1,073,113.44
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	19,353.77	703,778.77	723,132.54	742,657.12	763,154.45
Travel and Conferences	5200	48,122.78	0.00	48,122.78	49,422.10	50,786.15
Dues and Memberships	5300	28,214.56	0.00	28,214.56	28,976.36	29,776.10
Insurance	5400	21,965.78	0.00	21,965.78	22,558.85	23,181.48
Operations and Housekeeping Services	5500	2,045.27	0.00	2,045.27	2,100.00	2,158.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	87,471.60	0.00	87,471.60	88,999.65	90,603.84
Transfers of Direct Costs	5700-5799	657,069.44	(657,069.44)	0.00		
Professional/Consulting Services and Operating Expend.	5800	697,642.15	10,521.00	708,163.15	726,204.97	746,424.79
Communications	5900	72,233.07	0.00	72,233.07	74,183.00	76,231.00
Total, Services and Other Operating Expenditures		1,634,118.41	57,230.34	1,691,348.75	1,735,102.05	1,782,315.81
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	2,660.95	0.00	2,660.95	2,732.79	2,808.22
Total, Capital Outlay		2,660.95	0.00	2,660.95	2,732.79	2,808.22
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		6,734,895.70	830,647.21	7,565,542.91	7,818,269.90	7,894,381.30
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		68,659.89	(0.00)	68,659.89	61,375.36	95,583.97



**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
 (continued) Monterey Bay  
 CDS #: 44-75432-0139410  
 Charter Approving Entity: Scotts Valley Unified School Dist  
 County: Santa Cruz  
 Charter #: 2056  
 Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		68,659.89	(0.00)	68,659.89	61,375.36	95,583.97
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	396,025.61	0.00	396,025.61	426,651.89	488,027.25
b. Adjustments/Restatements	9793, 9795	(38,033.61)	0.00	(38,033.61)		
c. Adjusted Beginning Balance		357,992.00	0.00	357,992.00	426,651.89	488,027.25
2. Ending Fund Balance, June 30 (E + F.1.c.)		426,651.89	(0.00)	426,651.89	488,027.25	583,611.22
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	378,277.15	0.00	378,277.15	390,913.49	394,719.06
Unassigned/Unappropriated Amount	9790	48,374.74	(0.00)	48,374.74	97,113.76	188,892.15



**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report Certification**

Charter School Name: California Online Public School  
(continued) Central Coast  
CDS #: 42-75010-0138891  
Charter Approving Entity: Cuyama Joint Unified School District  
County: Santa Barbara  
Charter #: 2031  
Fiscal Year: 2025/26

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**CERTIFICATION OF FINANCIAL CONDITION**

- X   **POSITIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

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To the entity that approved the charter school:  
(   X   ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print  
Name: LaChelle Carter Title: Director of Finance

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To the County Superintendent of Schools:  
(   X   ) 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print  
Name: \_\_\_\_\_ Title: \_\_\_\_\_

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For additional information on the First Interim Report, please contact:

For Approving Entity:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Phone

\_\_\_\_\_  
E-mail

For Charter School:

LaChelle Carter  
Name

Director of Finance  
Title

909-588-0718  
Phone

lcarter@californiaops.org  
E-mail

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This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

\_\_\_\_\_  
Date

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) Central Coast  
CDS #: 42-75010-0138891  
Charter Approving Entity: Cuyama Joint Unified School District  
County: Santa Barbara  
Charter #: 2031  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description		Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	703,539.00		703,539.00	189,482.00		189,482.00	1,007,694.00		1,007,694.00
Education Protection Account State Aid - Current Year		8012	26,727.00		26,727.00	5,801.00		5,801.00	32,841.00		32,841.00
State Aid - Prior Years		8019	-		-	-		-	-		-
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,024,239.00		1,024,239.00	270,582.00		270,582.00	1,162,861.00		1,162,861.00
Other LCFF Transfers		8091, 8097	-		-	-		-	-		-
Total, LCFF Sources			1,754,505.00	-	1,754,505.00	465,865.00	-	465,865.00	2,203,396.00	-	2,203,396.00
2. Federal Revenues											
Every Student Succeeds Act (Title I - V)		8290		-	-		701.00	701.00		24,015.00	24,015.00
Special Education - Federal		8181, 8182		15,295.51	15,295.51		-	-		15,841.78	15,841.78
Child Nutrition - Federal		8220		-	-		-	-		-	-
Donated Food Commodities		8221		-	-		-	-		-	-
Other Federal Revenues		8110, 8260-8299		-	-		2,756.00	2,756.00		(0.00)	(0.00)
Total, Federal Revenues			-	15,295.51	15,295.51	-	3,457.00	3,457.00	-	39,856.78	39,856.78
3. Other State Revenues											
Special Education - State		StateRevSE		120,077.45	120,077.45		34,453.00	34,453.00		122,840.61	122,840.61
All Other State Revenues		StateRevAO	33,467.72	85,041.13	118,508.85	2,829.00	3,027.00	5,856.00	43,138.78	105,182.37	148,321.15
Total, Other State Revenues			33,467.72	205,118.58	238,586.30	2,829.00	37,480.00	40,309.00	43,138.78	228,022.98	271,161.76
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	16,203.00	-	16,203.00	4,790.00		4,790.00	15,825.41		15,825.41
Total, Local Revenues			16,203.00	-	16,203.00	4,790.00	-	4,790.00	15,825.41	-	15,825.41
5. TOTAL REVENUES			1,804,175.72	220,414.09	2,024,589.81	473,484.00	40,937.00	514,421.00	2,262,360.19	267,879.77	2,530,239.96
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	585,065.36	84,833.18	669,898.54	176,274.86	43,873.14	220,148.00	656,030.19	159,783.49	815,813.68
Certificated Pupil Support Salaries		1200		-	83,777.28	26,549.00	731.00	27,280.00	98,835.08	2,938.67	101,773.75
Certificated Supervisors' and Administrators' Salaries		1300	64,244.71	-	64,244.71	22,949.00	-	22,949.00	80,074.62	-	80,074.62
Other Certificated Salaries		1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries			733,087.35	84,833.18	817,920.53	225,772.86	44,604.14	270,377.00	834,939.89	162,722.16	997,662.05
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100	-	-	-	-	-	-	-	-	-
Non-certificated Support Salaries		2200	3,589.76	-	3,589.76	784.00	-	784.00	3,975.97	-	3,975.97
Non-certificated Supervisors' and Administrators' Sal.		2300	26,026.47	-	26,026.47	5,259.00	-	5,259.00	28,401.42	-	28,401.42
Clerical and Office Salaries		2400	18,021.07	-	18,021.07	8,141.00	-	8,141.00	24,165.12	-	24,165.12
Other Non-certificated Salaries		2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries			47,637.30	-	47,637.30	14,184.00	-	14,184.00	56,542.51	-	56,542.51
3. Employee Benefits											
STRS		3101-3102	140,019.68	16,203.14	156,222.82	38,811.41	8,141.59	46,953.00	168,132.15	30,718.30	198,850.45
PERS		3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative		3301-3302	14,274.02	1,230.08	15,504.10	5,254.58	624.42	5,879.00	18,715.86	2,335.47	21,051.33
Health and Welfare Benefits		3401-3402	95,070.63	10,822.77	105,893.40	37,380.19	(1,196.19)	36,184.00	109,753.92	20,589.21	130,343.13
Unemployment Insurance		3501-3502	23,038.36	2,545.00	25,583.36	83.65	1.35	85.00	22,530.01	4,740.94	27,270.95
Workers' Compensation Insurance		3601-3602	10,930.15	1,187.66	12,117.81	2,651.97	11.03	2,663.00	12,224.91	2,237.86	14,462.77
OPEB, Allocated		3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees		3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits		3901-3902	1,380.18	763.50	2,143.68	7,942.34	1,395.66	9,338.00	4,745.65	6,679.77	11,425.42
Total, Employee Benefits			284,713.02	32,752.15	317,465.17	92,124.14	8,977.86	101,102.00	336,102.50	67,301.55	403,404.05
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	98,089.63	-	98,089.63	88.00	59,757.00	59,845.00	103,078.31	-	103,078.31
Books and Other Reference Materials		4200	399.80	-	399.80	-	-	-	319.11	-	319.11
Materials and Supplies		4300	46,609.65	64,464.58	111,074.23	16,083.00	26,342.00	42,425.00	44,652.84	66,504.59	111,157.43
Noncapitalized Equipment		4400	35,304.79	-	35,304.79	11,321.00	3.00	11,324.00	92,903.03	-	92,903.03
Food		4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies			180,403.87	64,464.58	244,868.45	27,492.00	86,102.00	113,594.00	240,953.29	66,504.59	307,457.88
5. Services and Other Operating Expenditures											
Subagreements for Services		5100	5,267.66	188,390.75	193,658.41	23.00	1,157.00	1,180.00	6,211.89	267,097.18	273,309.07
Travel and Conferences		5200	17,022.70	-	17,022.70	3,033.00	-	3,033.00	16,619.90	-	16,619.90
Dues and Memberships		5300	15,628.85	-	15,628.85	4,879.00	-	4,879.00	8,613.65	-	8,613.65
Insurance		5400	5,163.09	-	5,163.09	1,990.00	-	1,990.00	6,449.97	-	6,449.97
Operations and Housekeeping Services		5500	753.21	-	753.21	-	-	-	656.92	-	656.92
Rentals, Leases, Repairs, and Noncap. Improvements		5600	29,193.01	-	29,193.01	11,118.00	-	11,118.00	25,798.81	-	25,798.81
Transfers of Direct Costs		5700-5799	163,622.76	(163,622.76)	-	102,311.00	(102,311.00)	-	303,328.79	(303,328.79)	-
Professional/Consulting Services and Operating Expend.		5800	196,614.36	13,596.19	210,210.55	28,881.00	2,407.00	31,288.00	211,911.46	7,583.07	219,494.53
Communications		5900	19,980.88	-	19,980.88	3,775.00	-	3,775.00	22,051.03	-	22,051.03
Total, Services and Other Operating Expenditures			453,246.52	38,364.18	491,610.70	156,010.00	(98,747.00)	57,263.00	601,642.42	(28,648.54)	572,993.88

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: California Online Public Schools  
(continued) Central Coast  
CDS #: 42-75010-0138891  
Charter Approving Entity: Cuyama Joint Unified School District  
County: Santa Barbara  
Charter #: 2031  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>6. Capital Outlay</b> (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	714.97		714.97			-	854.67		854.67
Total, Capital Outlay		714.97	-	714.97	-	-	-	854.67	-	854.67
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Transfers of Indirect Costs	7300-7399			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
<b>8. TOTAL EXPENDITURES</b>		1,699,803.03	220,414.09	1,920,217.12	515,583.00	40,937.00	556,520.00	2,071,035.27	267,879.77	2,338,915.04
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		104,372.69	-	104,372.69	(42,099.00)	-	(42,099.00)	191,324.92	0.00	191,324.92
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	-	-	-	-	-	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		104,372.69	-	104,372.69	(42,099.00)	-	(42,099.00)	191,324.92	0.00	191,324.92
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	305,965.58		305,965.58	210,786.85	59,630.00	270,416.85	210,786.85	59,630.00	270,416.85
b. Adjustments to Beginning Balance	9793, 9795	3.01		3.01	54,752.15	(59,630.00)	(4,877.85)	54,752.15	(59,630.00)	(4,877.85)
c. Adjusted Beginning Balance		305,968.59	-	305,968.59	265,539.00	-	265,539.00	265,539.00	-	265,539.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		410,341.29	-	410,341.29	223,440.00	-	223,440.00	456,863.92	0.00	456,863.92
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	96,010.86		96,010.86	116,945.75		116,945.75	116,945.75		116,945.75
Unassigned/Unappropriated Amount	9790	314,330.43	-	314,330.43	106,494.25	-	106,494.25	339,918.16	0.00	339,918.16

**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Central Coast  
CDS #: 42-75010-0138891  
Charter Approving Entity: Cuyama Joint Unified School District  
County: Santa Barbara  
Charter #: 2031  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	703,539.00	189,482.00	1,007,694.00	304,155.00	43.23%
Education Protection Account State Aid - Current Year	8012	26,727.00	5,801.00	32,841.00	6,114.00	22.88%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	1,024,239.00	270,582.00	1,162,861.00	138,622.00	13.53%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		1,754,505.00	465,865.00	2,203,396.00	448,891.00	25.59%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	-	701.00	24,015.00	24,015.00	New
Special Education - Federal	8181, 8182	15,295.51	-	15,841.78	546.27	3.57%
Child Nutrition - Federal	8220	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	2,756.00	(0.00)	(0.00)	New
Total, Federal Revenues		15,295.51	3,457.00	39,856.78	24,561.27	160.58%
3. Other State Revenues						
Special Education - State	StateRevSE	120,077.45	34,453.00	122,840.61	2,763.16	2.30%
All Other State Revenues	StateRevAO	118,508.85	5,856.00	148,321.15	29,812.30	25.16%
Total, Other State Revenues		238,586.30	40,309.00	271,161.76	32,575.47	13.65%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	16,203.00	4,790.00	15,825.41	(377.59)	-2.33%
Total, Local Revenues		16,203.00	4,790.00	15,825.41	(377.59)	-2.33%
5. TOTAL REVENUES		2,024,589.81	514,421.00	2,530,239.96	505,650.14	24.98%
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	669,898.54	220,148.00	815,813.68	145,915.14	21.78%
Certificated Pupil Support Salaries	1200	83,777.28	27,280.00	101,773.75	17,996.47	21.48%
Certificated Supervisors' and Administrators' Salaries	1300	64,244.71	22,949.00	80,074.62	15,829.91	24.64%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		817,920.53	270,377.00	997,662.05	179,741.52	21.98%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-
Non-certificated Support Salaries	2200	3,589.76	784.00	3,975.97	386.21	10.76%
Non-certificated Supervisors' and Administrators' Sal.	2300	26,026.47	5,259.00	28,401.42	2,374.95	9.13%
Clerical and Office Salaries	2400	18,021.07	8,141.00	24,165.12	6,144.05	34.09%
Other Non-certificated Salaries	2900	-	-	-	-	-
Total, Non-certificated Salaries		47,637.30	14,184.00	56,542.51	8,905.21	18.69%
3. Employee Benefits						
STRS	3101-3102	156,222.82	46,953.00	198,850.45	42,627.63	27.29%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	15,504.10	5,879.00	21,051.33	5,547.23	35.78%
Health and Welfare Benefits	3401-3402	105,893.40	36,184.00	130,343.13	24,449.73	23.09%
Unemployment Insurance	3501-3502	25,583.36	85.00	27,270.95	1,687.59	6.60%
Workers' Compensation Insurance	3601-3602	12,117.81	2,663.00	14,462.77	2,344.96	19.35%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	2,143.68	9,338.00	11,425.42	9,281.74	432.98%
Total, Employee Benefits		317,465.17	101,102.00	403,404.05	85,938.88	27.07%

**CHARTER SCHOOL**  
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**  
**First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Central Coast  
CDS #: 42-75010-0138891  
Charter Approving Entity: Cuyama Joint Unified School District  
County: Santa Barbara  
Charter #: 2031  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	98,089.63	59,845.00	103,078.31	4,988.68	5.09%
Books and Other Reference Materials	4200	399.80	-	319.11	(80.69)	-20.18%
Materials and Supplies	4300	111,074.23	42,425.00	111,157.43	83.20	0.07%
Noncapitalized Equipment	4400	35,304.79	11,324.00	92,903.03	57,598.24	163.15%
Food	4700	-	-	-	-	
Total, Books and Supplies		244,868.45	113,594.00	307,457.88	62,589.43	25.56%
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	193,658.41	1,180.00	273,309.07	79,650.66	41.13%
Travel and Conferences	5200	17,022.70	3,033.00	16,619.90	(402.80)	-2.37%
Dues and Memberships	5300	15,628.85	4,879.00	8,613.65	(7,015.20)	-44.89%
Insurance	5400	5,163.09	1,990.00	6,449.97	1,286.88	24.92%
Operations and Housekeeping Services	5500	753.21	-	656.92	(96.29)	-12.78%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	29,193.01	11,118.00	25,798.81	(3,394.20)	-11.63%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	210,210.55	31,288.00	219,494.53	9,283.98	4.42%
Communications	5900	19,980.88	3,775.00	22,051.03	2,070.15	10.36%
Total, Services and Other Operating Expenditures		491,610.70	57,263.00	572,993.88	81,383.18	16.55%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	714.97	-	854.67	139.70	19.54%
Total, Capital Outlay		714.97	-	854.67	139.70	19.54%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
<b>8. TOTAL EXPENDITURES</b>		1,920,217.12	556,520.00	2,338,915.04	418,697.92	21.80%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		104,372.69	(42,099.00)	191,324.92	86,952.22	83.31%

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: California Online Public Schools  
(continued) Central Coast  
CDS #: 42-75010-0138891  
Charter Approving Entity: Cuyama Joint Unified School District  
County: Santa Barbara  
Charter #: 2031  
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		104,372.69	(42,099.00)	191,324.92	86,952.22	83.31%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	305,965.58	270,416.85	270,416.85	(35,548.73)	-11.62%
b. Adjustments/Restatements	9793, 9795	3.01	(4,877.85)	(4,877.85)	(4,880.86)	-161917.42%
c. Adjusted Beginning Fund Balance		305,968.59	265,539.00	265,539.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		410,341.29	223,440.00	456,863.92		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	96,010.86	116,945.75	116,945.75	20,934.90	21.80%
Unassigned/Unappropriated Amount	9790	314,330.43	106,494.25	339,918.16	25,587.73	8.14%

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) Central Coast  
CDS #: 42-75010-0138891  
Charter Approving Entity: Cuyama Joint Unified School Dis  
County: Santa Barbara  
Charter #: 2031  
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	1,007,694.00	0.00	1,007,694.00	1,141,610.00	1,286,819.00
Education Protection Account State Aid - Current Year	8012	32,841.00	0.00	32,841.00	32,841.00	32,841.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,162,861.00	0.00	1,162,861.00	1,162,861.00	1,162,861.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		2,203,396.00	0.00	2,203,396.00	2,337,312.00	2,482,521.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	24,015.00	24,015.00	24,015.00	24,015.00
Special Education - Federal	8181, 8182	0.00	15,841.78	15,841.78	24,754.40	24,754.40
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	(0.00)	(0.00)		
Total, Federal Revenues		0.00	39,856.78	39,856.78	48,769.40	48,769.40
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	122,840.61	122,840.61	149,503.73	149,503.73
All Other State Revenues	StateRevAO	43,138.78	105,182.37	148,321.15	72,646.00	77,114.00
Total, Other State Revenues		43,138.78	228,022.98	271,161.76	222,149.73	226,617.73
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	15,825.41	0.00	15,825.41	15,825.41	15,825.41
Total, Local Revenues		15,825.41	0.00	15,825.41	15,825.41	15,825.41
5. TOTAL REVENUES						
		2,262,360.19	267,879.77	2,530,239.96	2,624,056.53	2,773,733.53
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	656,030.19	159,783.49	815,813.68	917,623.00	942,949.00
Certificated Pupil Support Salaries	1200	98,835.08	2,938.67	101,773.75	114,757.62	117,924.93
Certificated Supervisors' and Administrators' Salaries	1300	80,074.62	0.00	80,074.62	88,002.01	90,430.87
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		834,939.89	162,722.16	997,662.05	1,120,382.63	1,151,304.79
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	0.00	0.00		
Non-certificated Support Salaries	2200	3,975.97	0.00	3,975.97	4,917.23	5,052.95
Non-certificated Supervisors' and Administrators' Sal.	2300	28,401.42	0.00	28,401.42	35,650.90	36,634.87
Clerical and Office Salaries	2400	24,165.12	0.00	24,165.12	24,685.15	25,366.46
Other Non-certificated Salaries	2900	0.00	0.00	0.00		
Total, Non-certificated Salaries		56,542.51	0.00	56,542.51	65,253.28	67,054.27

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
(continued) Central Coast  
CDS #: 42-75010-0138891  
Charter Approving Entity: Cuyama Joint Unified School Dis  
County: Santa Barbara  
Charter #: 2031  
Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	168,132.15	30,718.30	198,850.45	213,993.08	219,899.29
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	18,715.86	2,335.47	21,051.33	21,237.00	21,824.00
Health and Welfare Benefits	3401-3402	109,753.92	20,589.21	130,343.13	145,052.14	149,055.58
Unemployment Insurance	3501-3502	22,530.01	4,740.94	27,270.95	34,888.51	35,834.04
Workers' Compensation Insurance	3601-3602	12,224.91	2,237.86	14,462.77	16,598.90	17,057.03
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	4,745.65	6,679.77	11,425.42	2,936.40	3,017.44
Total, Employee Benefits		336,102.50	67,301.55	403,404.05	434,706.03	446,687.39
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	103,078.31	0.00	103,078.31	105,861.43	108,783.20
Books and Other Reference Materials	4200	319.11	0.00	319.11	327.73	336.77
Materials and Supplies	4300	44,652.84	66,504.59	111,157.43	114,159.00	117,309.00
Noncapitalized Equipment	4400	92,903.03	0.00	92,903.03	95,411.42	98,044.77
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		240,953.29	66,504.59	307,457.88	315,759.57	324,473.75
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	6,211.89	267,097.18	273,309.07	280,688.41	288,435.41
Travel and Conferences	5200	16,619.90	0.00	16,619.90	17,068.63	17,539.73
Dues and Memberships	5300	8,613.65	0.00	8,613.65	8,846.22	9,090.38
Insurance	5400	6,449.97	0.00	6,449.97	6,624.12	6,806.94
Operations and Housekeeping Services	5500	656.92	0.00	656.92	675.00	693.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	25,798.81	0.00	25,798.81	26,246.90	26,717.31
Transfers of Direct Costs	5700-5799	303,328.79	(303,328.79)	0.00		
Professional/Consulting Services and Operating Expend.	5800	211,911.46	7,583.07	219,494.53	227,120.06	234,051.28
Communications	5900	22,051.03	0.00	22,051.03	22,646.00	23,271.00
Total, Services and Other Operating Expenditures		601,642.42	(28,648.54)	572,993.88	589,915.35	606,605.06
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	854.67	0.00	854.67	877.74	901.97
Total, Capital Outlay		854.67	0.00	854.67	877.74	901.97
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		2,071,035.27	267,879.77	2,338,915.04	2,526,894.60	2,597,027.23
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		191,324.92	0.00	191,324.92	97,161.93	176,706.31



**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: California Online Public Schools  
 (continued) Central Coast  
 CDS #: 42-75010-0138891  
 Charter Approving Entity: Cuyama Joint Unified School Dis  
 County: Santa Barbara  
 Charter #: 2031  
 Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		191,324.92	0.00	191,324.92	97,161.93	176,706.31
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	210,786.85	59,630.00	270,416.85	456,863.92	554,025.85
b. Adjustments/Restatements	9793, 9795	54,752.15	(59,630.00)	(4,877.85)		
c. Adjusted Beginning Balance		265,539.00	0.00	265,539.00	456,863.92	554,025.85
2. Ending Fund Balance, June 30 (E + F.1.c.)		456,863.92	0.00	456,863.92	554,025.85	730,732.16
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	116,945.75	0.00	116,945.75	126,344.73	129,851.36
Unassigned/Unappropriated Amount	9790	339,918.16	0.00	339,918.16	427,681.12	600,880.80

# Coversheet

## Approval of 2024-25 School Year Audit (attached)

<b>Section:</b>	V. Action Items
<b>Item:</b>	H. Approval of 2024-25 School Year Audit (attached)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	CalOPS 6.30.25 Audited FS Draft v12.5.pdf

**CALIFORNIA ONLINE PUBLIC SCHOOLS**

**FINANCIAL STATEMENTS AND  
SUPPLEMENTARY INFORMATION**

**YEAR ENDED JUNE 30, 2025**

**OPERATING CHARTER SCHOOLS:**

**CALIFORNIA CONNECTIONS ACADEMY CENTRAL VALLEY: #0804**

**CALIFORNIA CONNECTIONS ACADEMY NORTH BAY: #1653**

**CALIFORNIA CONNECTIONS ACADEMY SOUTHERN CALIFORNIA: #0664**

**CALIFORNIA CONNECTIONS ACADEMY NORTHERN CALIFORNIA: #1398**

**CALIFORNIA CONNECTIONS ACADEMY CENTRAL COAST: #2031**

**CALIFORNIA CONNECTIONS ACADEMY MONTEREY BAY: #2056**

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
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YEAR ENDED JUNE 30, 2025**

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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
California Online Public Schools  
San Juan Capistrano, California

### Report on the Audit of the Financial Statements

#### ***Opinion***

We have audited the accompanying financial statements of California Online Public Schools (the Organization), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

### ***Auditors' Responsibility for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

### ***Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the Organization's financial statements as a whole. The Organization locations columns: Central Valley, North Bay, Southern California, Northern California, Central Coast, Monterey Bay, and Eliminations columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules, and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

### ***Other Information***

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued a report dated REPORT DATE on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

**CliftonLarsonAllen LLP**

Ontario, California  
REPORT DATE

**CALIFORNIA ONLINE PUBLIC SCHOOLS**  
**STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2025**

	Central Valley	North Bay	Southern California	Northern California	Central Coast	Monterey Bay	Eliminations	Total
<b>ASSETS</b>								
<b>CURRENT ASSETS</b>								
Cash and Cash Equivalents	\$ 6,995,218	\$ 1,732,942	\$ 12,107,768	\$ 6,372,509	\$ 547,712	\$ 1,024,778	\$ -	\$ 28,780,927
Accounts Receivable - State and Federal	3,206,993	452,909	5,502,235	7,248,730	728,892	1,078,222	-	18,217,981
Accounts Receivable - Other	-	-	73,562	-	-	-	-	73,562
Intercompany Receivables	3,109	-	11,270,942	49,867	35,018	5,871	(11,364,807)	-
Prepaid Expenses and Other Assets	86,041	16,315	549,052	173,716	14,086	51,129	-	890,339
Total Current Assets	10,291,361	2,202,166	29,503,559	13,844,822	1,325,708	2,160,000	(11,364,807)	47,962,809
<b>LONG-TERM ASSETS</b>								
Deposits	100	-	21,287	-	-	-	-	21,387
Property, Plant, and Equipment, Net	-	-	17,706	32,693	-	-	-	50,399
Operating Right-of-Use Assets, Net	121,284	30,321	939,950	318,370	15,160	90,963	-	1,516,048
Total Long-Term Assets	121,384	30,321	978,943	351,063	15,160	90,963	-	1,587,834
Total Assets	<u>\$ 10,412,745</u>	<u>\$ 2,232,487</u>	<u>\$ 30,482,502</u>	<u>\$ 14,195,885</u>	<u>\$ 1,340,868</u>	<u>\$ 2,250,963</u>	<u>\$ (11,364,807)</u>	<u>\$ 49,550,643</u>
<b>LIABILITIES AND NET ASSETS</b>								
<b>CURRENT LIABILITIES</b>								
Accounts Payable and Accrued Liabilities	\$ 655,789	\$ 154,172	\$ 5,198,348	\$ 1,624,502	\$ 69,759	\$ 347,076	\$ -	\$ 8,049,646
Intercompany Payables	2,995,298	577,633	-	5,736,591	834,069	1,221,216	(11,364,807)	-
Deferred Revenue	1,710,235	399,990	7,193,081	2,605,247	154,752	231,179	-	12,294,484
Operating Lease Liabilities, Current	34,353	8,588	266,239	90,177	4,294	25,765	-	429,416
Total Current Liabilities	5,395,675	1,140,383	12,657,668	10,056,517	1,062,874	1,825,236	(11,364,807)	20,773,546
<b>LONG-TERM LIABILITIES</b>								
Operating Lease Liabilities, Net	90,310	22,578	699,903	237,065	11,289	67,732	-	1,128,877
Total Long-Term Liabilities	90,310	22,578	699,903	237,065	11,289	67,732	-	1,128,877
Total Liabilities	5,485,985	1,162,961	13,357,571	10,293,582	1,074,163	1,892,968	(11,364,807)	21,902,423
<b>NET ASSETS WITHOUT DONOR RESTRICTIONS</b>	<u>4,926,760</u>	<u>1,069,526</u>	<u>17,124,931</u>	<u>3,902,303</u>	<u>266,705</u>	<u>357,995</u>	<u>-</u>	<u>27,648,220</u>
Total Liabilities and Net Assets	<u>\$ 10,412,745</u>	<u>\$ 2,232,487</u>	<u>\$ 30,482,502</u>	<u>\$ 14,195,885</u>	<u>\$ 1,340,868</u>	<u>\$ 2,250,963</u>	<u>\$ (11,364,807)</u>	<u>\$ 49,550,643</u>



**CALIFORNIA ONLINE PUBLIC SCHOOLS  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2025**

	Central Valley	North Bay	Southern California	Northern California	Central Coast	Monterey Bay	Total
<b>REVENUES WITHOUT DONOR RESTRICTIONS</b>							
State Revenue:							
State Aid	\$ 10,230,058	\$ 1,229,111	\$ 11,474,590	\$ 16,841,698	\$ 576,469	\$ 2,472,258	\$ 42,824,184
Other State Revenue	1,082,842	261,976	9,242,682	3,022,073	266,008	1,078,819	14,954,400
Federal Revenue:							
Grants and Entitlements	474,111	97,734	2,361,048	765,870	51,368	193,695	3,943,826
Local Revenue:							
In-Lieu Property Tax Revenue	666,831	752,922	40,054,655	2,890,841	821,970	3,201,376	48,388,595
Investment Income	11,133	3,893	65,042	61,096	31,435	21,264	193,863
Total Revenues	<u>12,464,975</u>	<u>2,345,636</u>	<u>63,198,017</u>	<u>23,581,578</u>	<u>1,747,250</u>	<u>6,967,412</u>	<u>110,304,868</u>
<b>EXPENSES</b>							
Program Services	8,821,144	1,688,510	48,947,561	17,839,425	1,344,139	5,417,880	84,058,659
Management and General	2,511,706	486,854	13,974,907	5,241,545	393,004	1,510,385	24,118,401
Total Expenses	<u>11,332,850</u>	<u>2,175,364</u>	<u>62,922,468</u>	<u>23,080,970</u>	<u>1,737,143</u>	<u>6,928,265</u>	<u>108,177,060</u>
<b>CHANGE IN NET ASSETS</b>	1,132,125	170,272	275,549	500,608	10,107	39,147	2,127,808
Net Assets Without Donor Restrictions - Beginning of Year	<u>3,794,635</u>	<u>899,254</u>	<u>16,849,382</u>	<u>3,401,695</u>	<u>256,598</u>	<u>318,848</u>	<u>25,520,412</u>
<b>NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR</b>	<u>\$ 4,926,760</u>	<u>\$ 1,069,526</u>	<u>\$ 17,124,931</u>	<u>\$ 3,902,303</u>	<u>\$ 266,705</u>	<u>\$ 357,995</u>	<u>\$ 27,648,220</u>

See accompanying Notes to Financial Statements.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
STATEMENT OF CASH FLOWS  
YEAR ENDED JUNE 30, 2025**

	Central Valley	North Bay	Southern California	Northern California	Central Coast	Monterey Bay	Total
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>							
Change in Net Assets	\$ 1,132,125	\$ 170,272	\$ 275,549	\$ 500,608	\$ 10,107	\$ 39,147	\$ 2,127,808
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:							
Depreciation	-	-	2,169	56,045	-	-	58,214
Noncash Lease Expense	1,919	480	14,879	5,040	240	1,439	23,997
Change in Operating Assets:							
Accounts Receivable - Federal and State	(423,291)	(57,281)	2,300,095	754,344	(567,432)	1,401,342	3,407,777
Accounts Receivable - Other	-	-	11,059	-	-	-	11,059
Intercompany Receivables	1,367,853	-	(6,484,102)	408,191	(829)	(5,871)	(4,714,758)
Prepaid Expenses and Other Assets	103,791	18,885	776,869	251,390	16,894	82,569	1,250,398
Deposits	-	-	(1,000)	-	-	-	(1,000)
Change in Operating Liabilities:							
Accounts Payable and Accrued Liabilities	(1,436,533)	(229,001)	(6,644,283)	(3,231,355)	(82,871)	(381,757)	(12,005,800)
Intercompany Payables	2,955,041	(144,304)	(1,816,125)	5,736,591	(77,731)	(1,938,714)	4,714,758
Deferred Revenue	32,933	(30,466)	(2,573,859)	(596,032)	(81,063)	(307,947)	(3,556,434)
Net Cash Provided (Used) by Operating Activities	<u>3,733,838</u>	<u>(271,415)</u>	<u>(14,138,749)</u>	<u>3,884,822</u>	<u>(782,685)</u>	<u>(1,109,792)</u>	<u>(8,683,981)</u>
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	<u>3,733,838</u>	<u>(271,415)</u>	<u>(14,138,749)</u>	<u>3,884,822</u>	<u>(782,685)</u>	<u>(1,109,792)</u>	<u>(8,683,981)</u>
Cash and Cash Equivalents - Beginning of Year	<u>3,261,380</u>	<u>2,004,357</u>	<u>26,246,517</u>	<u>2,487,687</u>	<u>1,330,397</u>	<u>2,134,570</u>	<u>37,464,908</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<u>\$ 6,995,218</u>	<u>\$ 1,732,942</u>	<u>\$ 12,107,768</u>	<u>\$ 6,372,509</u>	<u>\$ 547,712</u>	<u>\$ 1,024,778</u>	<u>\$ 28,780,927</u>

See accompanying Notes to Financial Statements.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
STATEMENT OF FUNCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2025**

	Program Services	Management and General	Total Expenses
Salaries and Wages	\$ 54,191,313	\$ 7,844,247	\$ 62,035,560
Pension Expenses	8,013,327	821,653	8,834,980
Other Employee Benefits	7,731,308	1,134,871	8,866,179
Payroll Taxes	1,249,885	183,469	1,433,354
Legal Expenses	-	370,113	370,113
Accounting Expenses	-	2,297,433	2,297,433
Other Fees for Services	8,771,765	316,750	9,088,515
Advertising and Promotion Expenses	-	1,240,574	1,240,574
Office Expenses	674,096	4,125,591	4,799,687
Information Technology Expenses	855,513	2,942,946	3,798,459
Occupancy Expenses	448,212	564,227	1,012,439
Travel Expenses	-	895,107	895,107
Conference and Meeting Expenses	251,307	-	251,307
Depreciation Expense	1	58,213	58,214
Insurance Expenses	258,818	44,959	303,777
Other Expenses	12,210	1,278,248	1,290,458
Instructional Materials	1,600,904	-	1,600,904
	<u>\$ 84,058,659</u>	<u>\$ 24,118,401</u>	<u>\$ 108,177,060</u>
Total	<u>\$ 84,058,659</u>	<u>\$ 24,118,401</u>	<u>\$ 108,177,060</u>

See accompanying Notes to Financial Statements.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2025**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Activities**

California Online Public Schools (the Organization) is a nonprofit public benefit corporation under the laws of the State of California for the purpose of managing and operating public charter schools. The Organization is economically dependent on state and federal funding.

Any of the charters may be revoked by their respective authorizing district for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

**Basis of Accounting**

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and other liabilities.

**Basis of Presentation**

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

**Functional Allocation of Expenses**

Costs of providing the Organization's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, and other expenses, which are tracked by separate subgroups directly coded to program or supporting services.

**Cash and Cash Equivalents**

The Organization defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2025**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Net Asset Classes**

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

*Net Assets With Donor Restrictions* – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

The Organization reports contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized.

**Accounts Receivable**

Accounts receivable represent amounts due from private persons, firms, or corporations based on contractual agreements or amounts billed but not received as of June 30, 2025. Due from federal and state governments consists of funds due from federal and state governments as of June 30, 2025. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

**Property, Plant, and Equipment**

Property, plant, and equipment are stated at cost, if purchased, or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. The Organization capitalizes all expenditures for land, buildings, and equipment in excess of \$5,000.

**Compensated Absences**

Accumulated unpaid employee vacation benefits are recognized as a liability of the Organization. The entire compensated absences liability is reported on the statement of financial position. Employees of the Organization are paid for days or hours worked based upon Board-approved schedules which include vacation. For employees who work 10 months per year, sick leave is accumulated up to 32 hours per year, up to a maximum total of 64 hours. For employees who work 12 months per year, sick leave is accumulated up to 40 hours per year, up to a maximum total of 80 hours. Sick leave with pay is provided when employees are absent for health reasons. Unused sick leave is forfeited upon termination of employment.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2025**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Revenue Recognition**

Amounts received from the California Department of Education are conditional and recognized as revenue by the Organization based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

**Contributions**

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**Conditional Grants**

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2025, the Organization has conditional grants of \$12,613,499 of which \$12,294,484 is recognized as deferred revenue in the statement of financial position.

**Other Revenue**

Other revenue consists primarily of reimbursement for mandated state testing and other services. The performance obligation for providing these services is simultaneously received and consumed by the students; therefore, the revenue is recognized over the time consumed.

**Property Taxes**

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Organization is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2025**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Income Taxes**

The Organization is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Organization is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The Organization files an exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

**Leases**

The Organization leases operating and office facilities. The Organization determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

ROU assets represent the Organization's right to use an underlying asset for the lease term and lease liabilities represent the Organization's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, the Organization uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the Organization will exercise that option. The Organization has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

The Organization has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component. The Organization's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the Organization considers factors such as if the Organization has obtained substantially all of the rights to the underlying asset through exclusivity, if the Organization can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the Organization has elected to use a risk-free rate determined using a period comparable with that of the lease term for computing the present value of lease liabilities.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2025**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Evaluation of Subsequent Events**

The Organization has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

**NOTE 2 LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$47,072,470.

As part of its liquidity management plan, the Organization monitors liquidity required and cash flows to meet operating needs on a monthly basis. The Organization structures its financial assets to be available as general expenditures, liabilities, and other obligations come due.

**NOTE 3 CONCENTRATION OF CREDIT RISK**

The Organization maintains bank accounts with financial institutions. Accounts are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. The Organization at times has deposits in excess of the FDIC insurance limit in these accounts. The Organization has not incurred losses related to these deposits.

The Organization maintains cash in the Orange County Treasury and Santa Barbara County Treasury (collectively referred to as the County). The County pools these funds with those of other educational organizations in the county and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the Organization's deposits in this pool as of June 30, 2025, as provided by the pool sponsor was \$586,544.



**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2025**

**NOTE 4 PROPERTY, PLANT, AND EQUIPMENT**

Property, plant, and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was \$58,214 for the year ended June 30, 2025.

The components of property, plant, and equipment as of June 30, 2025 are as follows:

Leasehold Improvements	\$ 168,135
Furniture, Fixtures, and Equipment	32,522
Total	<u>200,657</u>
Less: Accumulated Depreciation and Amortization	(150,258)
Total Property, Plant, and Equipment	<u>\$ 50,399</u>

**NOTE 5 EMPLOYEE RETIREMENT**

**Multiemployer Defined Benefit Pension Plans**

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in this multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Organization chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plans to withdraw from this multiemployer plan.

**State Teachers' Retirement System (STRS)**

**Plan Description**

The Organization contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2024 total STRS plan net assets are \$341 billion, the total actuarial present value of accumulated plan benefits is \$482 billion, contributions from all employers totaled \$8.577 billion, and the plan is 76.7% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, California 95826 and [www.calstrs.com](http://www.calstrs.com).

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2025**

**NOTE 5 EMPLOYEE RETIREMENT (CONTINUED)**

**State Teachers' Retirement System (STRS) (Continued)**

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2025 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The Organization's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2023	\$ 5,207,792	100%
2024	\$ 4,846,913	100%
2025	\$ 8,834,980	100%

**NOTE 6 OPERATING LEASES – ASC 842**

The Organization leases operating and office facilities for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through August 2029. Certain facility leases provide for increases in future minimum annual rental payments based on defined increases in the Consumer Price Index, subject to certain minimum increases. Additionally, the agreements generally require the Organization to pay real estate taxes, insurance, and repairs. Some lease agreements also require the Organization to comply with certain covenants and to maintain certain financial ratios. As of June 30, 2025, the Organization believes it was in compliance with all ratios and covenants.

The following table provides quantitative information concerning the Organization's lease for the year ended June 30, 2025:

Lease Cost:	
Operating Lease Cost	\$ 439,110
Other Information:	
Cash Paid for Amounts Included in the	
Measurement of Lease Liabilities:	
Operating Cash Flows from Operating Leases	\$ 415,711
Weighted-Average Remaining Lease Term - Operating Leases	3.9 Years
Weighted-Average Discount Rate - Operating Leases	4.26%

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2025**

**NOTE 6 OPERATING LEASES – ASC 842 (CONTINUED)**

The Organization classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2025, is as follows:

<u>Year Ending June 30,</u>	<u>Operating Leases</u>
2026	\$ 429,416
2027	444,044
2028	373,798
2029	386,881
2030	<u>64,662</u>
Total Lease Payments	1,698,801
Less: Interest	<u>(140,508)</u>
Present Value of Lease Liabilities	<u><u>\$ 1,558,293</u></u>

**NOTE 7 CONTINGENCIES, RISKS AND UNCERTAINTIES**

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

In the normal course of business, the Organization is subject to legal claims. After consultation with the Organization's legal counsel, management of the Organization is of the opinion that liabilities, if any, arising from such claims would not have a material effect on the Organization's financial position.

## **SUPPLEMENTARY INFORMATION**

Tentative - For Discussion Purposes Only, Subject to Revision

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF INSTRUCTIONAL TIME  
YEAR ENDED JUNE 30, 2025**

	Required Instructional Days	Traditional Calendar Days	Status
<b>Central Valley</b>			
Grade K	175	180	In compliance
Grade 1	175	180	In compliance
Grade 2	175	180	In compliance
Grade 3	175	180	In compliance
Grade 4	175	180	In compliance
Grade 5	175	180	In compliance
Grade 6	175	180	In compliance
Grade 7	175	180	In compliance
Grade 8	175	180	In compliance
Grade 9	175	180	In compliance
Grade 10	175	180	In compliance
Grade 11	175	180	In compliance
Grade 12	175	180	In compliance
<b>North Bay</b>			
Grade K	175	180	In compliance
Grade 1	175	180	In compliance
Grade 2	175	180	In compliance
Grade 3	175	180	In compliance
Grade 4	175	180	In compliance
Grade 5	175	180	In compliance
Grade 6	175	180	In compliance
Grade 7	175	180	In compliance
Grade 8	175	180	In compliance
Grade 9	175	180	In compliance
Grade 10	175	180	In compliance
Grade 11	175	180	In compliance
Grade 12	175	180	In compliance
<b>Southern California</b>			
Grade K	175	180	In compliance
Grade 1	175	180	In compliance
Grade 2	175	180	In compliance
Grade 3	175	180	In compliance
Grade 4	175	180	In compliance
Grade 5	175	180	In compliance
Grade 6	175	180	In compliance
Grade 7	175	180	In compliance
Grade 8	175	180	In compliance
Grade 9	175	180	In compliance
Grade 10	175	180	In compliance
Grade 11	175	180	In compliance
Grade 12	175	180	In compliance

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF INSTRUCTIONAL TIME (CONTINUED)  
YEAR ENDED JUNE 30, 2025**

	Required Instructional Days	Traditional Calendar Days	Status
<b>Northern California</b>			
Grade K	175	180	In compliance
Grade 1	175	180	In compliance
Grade 2	175	180	In compliance
Grade 3	175	180	In compliance
Grade 4	175	180	In compliance
Grade 5	175	180	In compliance
Grade 6	175	180	In compliance
Grade 7	175	180	In compliance
Grade 8	175	180	In compliance
Grade 9	175	180	In compliance
Grade 10	175	180	In compliance
Grade 11	175	180	In compliance
Grade 12	175	180	In compliance
<b>Central Coast</b>			
Grade K	175	180	In compliance
Grade 1	175	180	In compliance
Grade 2	175	180	In compliance
Grade 3	175	180	In compliance
Grade 4	175	180	In compliance
Grade 5	175	180	In compliance
Grade 6	175	180	In compliance
Grade 7	175	180	In compliance
Grade 8	175	180	In compliance
Grade 9	175	180	In compliance
Grade 10	175	180	In compliance
Grade 11	175	180	In compliance
Grade 12	175	180	In compliance
<b>Monterey Bay</b>			
Grade K	175	180	In compliance
Grade 1	175	180	In compliance
Grade 2	175	180	In compliance
Grade 3	175	180	In compliance
Grade 4	175	180	In compliance
Grade 5	175	180	In compliance
Grade 6	175	180	In compliance
Grade 7	175	180	In compliance
Grade 8	175	180	In compliance
Grade 9	175	180	In compliance
Grade 10	175	180	In compliance
Grade 11	175	180	In compliance
Grade 12	175	180	In compliance

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
YEAR ENDED JUNE 30, 2025**

	Second Period Report		Audit Adjustments		Second Period Report (Audited)	
	Classroom		Classroom		Classroom	
	Based	Total	Based	Total	Based	Total
<b>Central Valley</b>						
Grades TK/K-3	-	157.82	-	-	-	157.82
Grades 4-6	-	121.94	-	-	-	121.94
Grades 7-8	-	163.84	-	-	-	163.84
Grades 9-12	-	340.60	-	(0.05)	-	340.55
ADA Totals	-	784.20	-	(0.05)	-	784.15
<b>North Bay</b>						
Grades TK/K-3	-	25.55	-	-	-	25.55
Grades 4-6	-	21.22	-	-	-	21.22
Grades 7-8	-	27.21	-	-	-	27.21
Grades 9-12	-	79.26	-	-	-	79.26
ADA Totals	-	153.24	-	-	-	153.24
<b>Southern California</b>						
Grades TK/K-3	-	729.54	-	-	-	729.54
Grades 4-6	-	637.17	-	-	-	637.17
Grades 7-8	-	653.34	-	-	-	653.34
Grades 9-12	-	1,998.29	-	-	-	1,998.29
ADA Totals	-	4,018.34	-	-	-	4,018.34
<b>Northern California</b>						
Grades TK/K-3	-	280.82	-	-	-	280.82
Grades 4-6	-	217.05	-	-	-	217.05
Grades 7-8	-	253.29	-	-	-	253.29
Grades 9-12	-	784.02	-	(0.65)	-	783.37
ADA Totals	-	1,535.18	-	(0.65)	-	1,534.53
<b>Central Coast</b>						
Grades TK/K-3	-	16.95	-	-	-	16.95
Grades 4-6	-	21.57	-	-	-	21.57
Grades 7-8	-	17.66	-	-	-	17.66
Grades 9-12	-	59.84	-	-	-	59.84
ADA Totals	-	116.02	-	-	-	116.02
<b>Monterey Bay</b>						
Grades TK/K-3	-	61.68	-	-	-	61.68
Grades 4-6	-	62.49	-	-	-	62.49
Grades 7-8	-	81.73	-	-	-	81.73
Grades 9-12	-	248.43	-	(0.02)	-	248.41
ADA Totals	-	454.33	-	(0.02)	-	454.31

**CALIFORNIA ONLINE PUBLIC SCHOOLS**  
**SCHEDULE OF AVERAGE DAILY ATTENDANCE (CONTINUED)**  
**YEAR ENDED JUNE 30, 2025**

	Annual Report		Audit Adjustments		Annual Report (Audited)	
	Classroom		Classroom		Classroom	
	Based	Total	Based	Total	Based	Total
<b>Central Valley</b>						
Grades TK/K-3	-	160.63	-	-	-	160.63
Grades 4-6	-	126.14	-	-	-	126.14
Grades 7-8	-	172.68	-	-	-	172.68
Grades 9-12	-	354.22	-	(0.03)	-	354.19
ADA Totals	-	813.67	-	(0.03)	-	813.64
<b>North Bay</b>						
Grades TK/K-3	-	26.28	-	-	-	26.28
Grades 4-6	-	21.93	-	-	-	21.93
Grades 7-8	-	29.26	-	-	-	29.26
Grades 9-12	-	84.37	-	-	-	84.37
ADA Totals	-	161.84	-	-	-	161.84
<b>Southern California</b>						
Grades TK/K-3	-	735.44	-	-	-	735.44
Grades 4-6	-	654.47	-	-	-	654.47
Grades 7-8	-	681.08	-	-	-	681.08
Grades 9-12	-	2,049.48	-	-	-	2,049.48
ADA Totals	-	4,120.47	-	-	-	4,120.47
<b>Northern California</b>						
Grades TK/K-3	-	282.82	-	-	-	282.82
Grades 4-6	-	218.81	-	-	-	218.81
Grades 7-8	-	261.67	-	-	-	261.67
Grades 9-12	-	812.79	-	(0.63)	-	812.16
ADA Totals	-	1,576.09	-	(0.63)	-	1,575.46
<b>Central Coast</b>						
Grades TK/K-3	-	19.06	-	-	-	19.06
Grades 4-6	-	21.93	-	-	-	21.93
Grades 7-8	-	18.88	-	-	-	18.88
Grades 9-12	-	62.13	-	-	-	62.13
ADA Totals	-	122.00	-	-	-	122.00
<b>Monterey Bay</b>						
Grades TK/K-3	-	63.46	-	-	-	63.46
Grades 4-6	-	64.16	-	-	-	64.16
Grades 7-8	-	85.92	-	-	-	85.92
Grades 9-12	-	254.38	-	(0.02)	-	254.36
ADA Totals	-	467.92	-	(0.02)	-	467.90



**CALIFORNIA ONLINE PUBLIC SCHOOLS**  
**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2025**

	Central Valley	North Bay	Southern California	Northern California	Central Coast	Monterey Bay	Total
June 30, 2025 Annual Financial Report Fund Balances (Net Assets)	\$ 5,017,118	\$ 1,086,583	\$ 17,779,200	\$ 4,115,814	\$ 270,417	\$ 396,025	\$ 28,665,157
Adjustments and Reclassifications:							
Increase (Decrease) of Fund Balance (Net Assets):							
Accounts Receivable - Federal and State	433,499	81,163	(4,666,884)	38,657	(17,541)	-	(4,131,106)
Accounts Receivable - Other	3,109	-	5,710,303	49,867	35,018	5,871	5,804,168
Operating Right-of-Use Assets, Net	22,086	3,405	64,324	30,597	3,542	9,478	133,432
Accounts Payable and Accrued Liabilities	(63,035)	(10,678)	(1,575,335)	(191,391)	(38,890)	(81,911)	(1,961,240)
Deferred Revenue	(433,350)	(79,943)	112,314	(30,966)	21,542	60,791	(349,612)
Operating Lease Liabilities	(52,667)	(11,004)	(298,991)	(110,275)	(7,383)	(32,259)	(512,579)
Net Adjustments and Reclassifications	<u>(90,358)</u>	<u>(17,057)</u>	<u>(654,269)</u>	<u>(213,511)</u>	<u>(3,712)</u>	<u>(38,030)</u>	<u>(1,016,937)</u>
June 30, 2025 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 4,926,760</u>	<u>\$ 1,069,526</u>	<u>\$ 17,124,931</u>	<u>\$ 3,902,303</u>	<u>\$ 266,705</u>	<u>\$ 357,995</u>	<u>\$ 27,648,220</u>

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
YEAR ENDED JUNE 30, 2025**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Identification	Central Valley	North Bay	Southern California	Northern California	Central Coast	Monterey Bay	Total Federal Expenditures
<b>U.S. Department of Education</b>										
Pass-Through Program From										
California Department of Education:										
Every Child Succeeds Act:										
Title I, Part A, Basic Grants:										
Low-Income and Neglected	84.010	14329		\$ 296,128	\$ 55,340	\$ 1,293,272	\$ 391,199	\$ 24,041	\$ 81,472	\$ 2,141,452
Title II, Part A, Supporting Effective Instruction	84.367	14341		6,161	1,178	33,873	12,691	941	3,742	58,586
Title IV, Part A, Student Support & Academic Enrichment	84.424	N/A		12,299	10,000	65,885	20,197	-	-	108,381
Special Education Cluster: IDEA Basic Local Assistance Entitlement, Part B, Section 611	84.027	13379		141,117	27,345	844,425	298,674	23,275	95,543	1,430,379
Special Education Cluster: IDEA Mental Health Allocation Plan, Part B, Section 611	84.027A	13379		18,406	3,871	123,593	43,109	3,111	12,938	205,028
Total Special Education Cluster				<u>159,523</u>	<u>31,216</u>	<u>968,018</u>	<u>341,783</u>	<u>26,386</u>	<u>108,481</u>	<u>1,635,407</u>
Total U.S. Department of Education				<u>474,111</u>	<u>97,734</u>	<u>2,361,048</u>	<u>765,870</u>	<u>51,368</u>	<u>193,695</u>	<u>3,943,826</u>
Total Federal Expenditures				<u>\$ 474,111</u>	<u>\$ 97,734</u>	<u>\$ 2,361,048</u>	<u>\$ 765,870</u>	<u>\$ 51,368</u>	<u>\$ 193,695</u>	<u>\$ 3,943,826</u>

N/A - Pass-through entity number not readily available or not applicable.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2025**

**PURPOSE OF SCHEDULES**

**NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME**

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of California Education Code.

**NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE**

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

**NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

**NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2025. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the Organization, it is not intended to, and does not, present the financial position, changes in net assets, or cash flows of the Organization.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

**NOTE 5 INDIRECT COST RATE**

The Organization has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

## OTHER INFORMATION

Tentative - For Discussion Purposes Only; Subject to Revision

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
YEAR ENDED JUNE 30, 2025**

The Organization is a tax exempt, nonprofit, public benefit corporation that operates six California public charter schools as follow:

- California Connections Academy Central Valley – Charter Number: 0804  
Sponsor: Alpaugh Unified School District, established February 2006; Latest renewal: February 2021, expiring June 30, 2026. In July 2023, a new bill was approved to extend most charter school petitions terms by an additional year (June 30, 2027).
- California Connections Academy North Bay – Charter Number: 1653  
Sponsor: Middletown Unified School District, established January 2014; Latest renewal: The charter's term was renewed through June 30, 2029.
- California Connections Academy Southern California – Charter Number: 0664  
Sponsor: Capistrano Unified School District, established June 2004; Latest renewal: December 2018, expiring June 30, 2024. The adoption of Assembly Bill 130 extended the charter's term by two years. In July 2023, a new bill was approved to extend most charter school petitions terms by an additional year (June 30, 2027).
- California Connections Academy Northern California – Charter Number: 1398  
Sponsor: Ripon Unified School District, established February 2012; Latest renewal: The charter's term was renewed through June 30, 2030.
- California Connections Academy Central Coast – Charter Number: 2031  
Sponsor: Cuyama Joint Unified School District, established September 2018, expiring June 30, 2024. The adoption of Assembly Bill 130 extended the charter's term by two years. In July 2023, a new bill was approved to extend most charter school petitions terms by an additional year (June 30, 2027).
- California Connections Academy Monterey Bay – Charter Number: 2056  
Sponsor: Scotts Valley Unified School District, established February 2019; Latest renewal: The charter's term was renewed through June 30, 2029.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (CONTINUED)  
YEAR ENDED JUNE 30, 2025**

The Board of Directors and the Administrators as of the year ended June 30, 2025 were as follows:

**BOARD OF DIRECTORS**

Member	Office	Term Expires (Term Length)
James Stockdale	Chair	2027 (3 Years)
Diana Rivas	Vice Chair	2027 (3 Years)
Michael K. Henjum	Member	2027 (3 Years)
Adam Pulsipher	Member	2026 (3 Years)
Eric Wickliffe Jr.	Member	2025 (3 Years)
Patty Pulsipher	Member	2027 (3 Years)

**ADMINISTRATORS**

Dr. Richie Romero	Deputy Superintendent
Dan Hertzler	Director of Business Services
LaChelle Carter	Director of Finance

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors  
California Online Public Schools  
San Juan Capistrano, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of California Online Public Schools (the Organization), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

### **CliftonLarsonAllen LLP**

Ontario, California  
REPORT DATE



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR  
EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL  
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Directors  
California Online Public Schools  
San Juan Capistrano, California

**Report on Compliance for Each Major Federal Program**

***Opinion on Each Major Federal Program***

We have audited California Online Public Schools (the Organization) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2025. The Organization's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's federal programs.

### ***Auditors' Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### ***Other Matters***

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as items 2025-001. Our opinion on each major federal program is not modified with respect to these matters.

*Government Auditing Standards* requires the auditor to perform limited procedures on the Organization's response to the noncompliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. the Organization's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

## Report on Internal Control Over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be a significant deficiency.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2024-001, to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

*Government Auditing Standards* requires the auditor to perform limited procedures on the Organization's response to the noncompliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. the Organization's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

**CliftonLarsonAllen LLP**

Ontario, California  
REPORT DATE

## INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors  
California Online Public Schools  
San Juan Capistrano, California

### **Report on Compliance**

#### **Opinion on State Compliance**

We have audited California Online Public Schools's (the Organization) compliance with the types of compliance requirements applicable to the Organization described in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2025. The Organization's applicable State compliance requirements are identified in the table below.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the Organization for the year ended June 30, 2025.

#### **Basis for Opinion**

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

#### **Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Organization's state programs.

### **Auditors' Responsibility for the Audit of Compliance**

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant (CTEIG)	Not Applicable
Expanded Learning Opportunities Program	Not Applicable
Transitional Kindergarten	Not Applicable
Kindergarten Continuance	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Not Applicable: The School did not receive program funding or did not otherwise operate the program during the fiscal year.

### Other Matters

The results of our audit procedures disclosed instances of noncompliance, which are required to be reported in accordance with *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and which are described in the accompanying schedule of findings and questioned costs as item 2025-002 and 2025-003. Our opinion on each state program is not modified with respect to this matter.

*Government Auditing Standards* requires the auditor to perform limited procedures on the Organization's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The Organization's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

## Report on Internal Control over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be significant deficiencies.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2025-002 and 2025-003, to be significant deficiencies.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

*Government Auditing Standards* requires the auditor to perform limited procedures on the Organization's response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. the Organization's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

**CliftonLarsonAllen LLP**

Ontario, California  
REPORT DATE

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2025**

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**Section I – Summary of Auditors’ Results**

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**Financial Statements**

1. Type of auditors’ report issued: Unmodified
2. Internal control over financial reporting:
  - Material weakness(es) identified? \_\_\_\_\_ yes        x   no
  - Significant deficiency(ies) identified that are not considered to be material weakness(es)? \_\_\_\_\_ yes        x   none reported
3. Noncompliance material to financial statements noted? \_\_\_\_\_ yes        x   no

**Federal Awards**

1. Internal control over major federal programs:
  - Material weakness(es) identified? \_\_\_\_\_ yes        x   no
  - Significant deficiency(ies) identified that are not considered to be material weakness(es)?   x   yes      \_\_\_\_\_ none reported
2. Type of auditors’ report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?   x   yes      \_\_\_\_\_ no

**Identification of Major Federal Programs**

<b>Assistance Listing Number(s)</b>	<b>Name of Federal Program or Cluster</b>
84.010	Title I, Part A, Basic Grants: Low-Income and Neglected
Dollar threshold used to distinguish between Type A and Type B programs:	\$ <u>  750,000  </u>
Auditee qualified as low-risk auditee?	_____ yes <u>  x  </u> no



**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)  
YEAR ENDED JUNE 30, 2025**

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***Section I – Summary of Auditors’ Results (Continued)***

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All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

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***Section II – Financial Statement Findings***

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Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

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***Section III – Findings and Questioned Costs – Major Federal Programs***

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<b>2025-001</b>	<b>Education Stabilization Fund (ESF) Reporting:</b> <b>Elementary and Secondary School Emergency Relief III (ESSER III) Fund</b> <b>Elementary and Secondary School Emergency Relief III (ESSER III) Fund:</b> <b>Fund: Learning Loss</b> <b>California Connections Academy Central Valley: 0804</b> <b>California Connections Academy North Bay: 1653</b> <b>California Connections Academy Southern California: 0664</b> <b>California Connections Academy Northern California: 1398</b>	<b>50000</b>
<b>Federal Agency:</b>	U.S. Department of Education	
<b>Federal Program Title:</b>	Education Stabilization Fund (ESF)	
<b>FAL Number:</b>	84.425U	
<b>Pass-Through Agency:</b>	California Department of Education	
<b>Pass-Through Number:</b>	15559, 10155	
<b>Award Period:</b>	July 1, 2023 – June 30, 2024	
<b>Type of Finding:</b>	Significant Deficiency in Internal Control over Reporting	

**Criteria or specific requirement:** Per 2 CFR section 200.514, in assessing the internal controls over reporting, it was noted an additional review of annual performance reports prior to submission was not accurately performed.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)  
YEAR ENDED JUNE 30, 2025**

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***Section III – Findings and Questioned Costs – Major Federal Programs (Continued)***

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**Condition and Context:** During the sample of 5 ESSER program annual performance reports that were tested, we noted that the Organization reported the full allocation of ESF funds for the year ended June 30, 2023, rather than the expenditures allocated to the program during the period. While the annual reporting was incorrect, the quarterly reporting of expenditures during the year ended June 30, 2023 were correct and expenditures for the ESF funds were recorded properly in the financial statements. These reports were not able to be corrected prior to reporting for the year ended June 30, 2024, resulting in incorrect reporting as program expenditures were over-reported as of June 30, 2023.

**Questioned Costs:** No questioned costs, as quarterly report and use of expenditure by funds were accurately reported and recorded.

**Cause:** Clerical error and lack of secondary review of inputs prior to annual performance report submissions.

**Effect:** Under-reporting of expenditures within the ESSER program annual performance reports for the year ended June 30, 2024, as expenses were incorrectly over-reported as of June 30, 2023.

**Repeat Finding:** Yes.

**Recommendation:** We recommend the Organization design an additional internal control to review the annual performance reports prior to submission.

**Views of responsible officials and Corrective Action Plan (Unaudited):** Controls will be implemented for future reporting and the Organization will have the opportunity to correct the reporting errors in the subsequent periods. The submission portal has not been open and is estimated to be open in Spring 2026 for correction.

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***Section IV – Findings and Questioned Costs – State Compliance***

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<b>2025-002</b>	<b><u>Nonclassroom-Based Instruction / Independent Study</u></b> <b>California Connections Academy Central Valley – Charter Number: 0804</b> <b>California Connections Academy Northern California – Charter Number: 1398</b> <b>California Connections Academy Monterey Bay – Charter Number: 2056</b>	<b>40000</b>
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**Type of Finding:** Significant Deficiency in State Compliance

**Criteria or specific requirement:** Per Education Code section 51747(g), a written independent study agreement must contain all the required elements including a statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)  
YEAR ENDED JUNE 30, 2025**

***Section IV – Findings and Questioned Costs – State Compliance (Continued)***

**2025-002      Nonclassroom-Based Instruction / Independent Study (Continued)      40000**

**Condition and Context:** During nonclassroom-based/independent study pupil testing we noted 4 pupils that did not meet the criteria in a sample of 282 pupils as follows:

- 1 student in 12th grade at the Central Valley Site,
- 1 student in 12th grade at the Monterey Bay site, and
- 2 students in 9th and 12th grade at the Northern California

For the sites listed above, the original master agreements had no course list or course credits. The master agreement addendum with the course credits occurred after the first date that ADA was claimed for each student. ADA claimed for these students prior to the master agreement addendums is disallowed.

**Questioned Costs:** The error identified in the condition had a known error calculation for the decreased apportionment of \$3,516.55.

**Cause:** Change in the process to obtain master agreements resulted in several errors.

**Effect:** The Organization is not in compliance with Education code section 51747(g) and for the students where exceptions were noted, over-reported ADA in its P-2 and P-Annual reports as follows:

	Grades 9-12 P-2 ADA Disallowed	Grades 9-12 P-Annual ADA Disallowed	Questioned Costs
Central Valley	0.05	0.03	\$ 762.07
Northern California	0.18	0.13	2,483.86
Monterey Bay	0.02	0.02	270.62
Total	0.25	0.18	\$ 3,516.55

The over-reported P-2 ADA resulted in a known calculation for the decreased apportionment of \$3,516.55.

**Repeat Finding:** This is not a repeat finding.

**Recommendation:** We recommend the Organization design an additional internal control to review the master agreements prior to claiming ADA.

**Views of responsible officials and Corrective Action Plan (Unaudited):** California Online Public Schools accepts responsibility and is looking for ways to improve processes to ensure state compliance requirements are met.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)  
YEAR ENDED JUNE 30, 2025**

***Section IV – Findings and Questioned Costs – State Compliance (Continued)***

**2025-003      Nonclassroom-Based Instruction / Independent Study      **40000**  
**California Connections Academy Northern California – Charter Number: 1398****

**Criteria or specific requirement:** Per Education Code section 51747.3(c), independent study average daily attendance shall be claimed by school districts, county superintendents of schools, and charter schools only for pupils who are residents of the county in which the apportionment claim is reported, or who are residents of a county immediately adjacent to the county in which the apportionment claim is reported.

**Condition and Context:** During nonclassroom-based/independent study pupil testing we noted 1 pupil that did not meet the criteria in a sample of 282 pupils as follows:

- 1 student in 12th grade at the Northern California Site that was not a resident of the school's county or immediately adjacent counties.

**Questioned Costs:** The error identified in the condition had a known error calculation for the decreased apportionment of \$6,485.62.

**Cause:** Change in the process to obtain master agreements resulted in several errors.

**Effect:** The Organization is not in compliance with Education code section 51747.3(c) and for the student where the exception was noted, over-reported ADA in its P-2 and P-Annual reports as follows:

	Grades 9-12 P-2 ADA Disallowed	Grades 9-12 P-Annual ADA Disallowed	Questioned Costs
Northern California	0.47	0.50	\$ 6,485.62

The over-reported P-2 ADA resulted in a known calculation for the decreased apportionment of \$6,485.62.

**Repeat Finding:** This is not a repeat finding.

**Recommendation:** We recommend the Organization design an additional internal control to review the master agreements prior to claiming ADA.

**Views of responsible officials and Corrective Action Plan (Unaudited):** California Online Public Schools accepts responsibility and is looking for ways to improve processes to ensure state compliance requirements are met.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS  
YEAR ENDED JUNE 30, 2025**

The findings from the prior audit's schedule of findings and questioned costs are discussed below. The findings are numbered consistently with the numbers assigned in the prior year.

**Financial Statements:**

There were no financial statement findings in the prior year.

**Federal Awards:**

<b>2024-001</b>	<b>Education Stabilization Fund (ESF) Reporting:</b>	<b>50000</b>
	<b>Elementary and Secondary School Emergency Relief III (ESSER III) Fund</b>	
	<b>Elementary and Secondary School Emergency Relief III (ESSER III) Fund:</b>	
	<b>Fund: Learning Loss</b>	
	<b>California Connections Academy Central Valley: 0804</b>	
	<b>California Connections Academy North Bay: 1653</b>	
	<b>California Connections Academy Southern California: 0664</b>	
	<b>California Connections Academy Northern California: 1398</b>	

<b>Federal Agency:</b>	U.S. Department of Education
<b>Federal Program Title:</b>	Education Stabilization Fund (ESF)
<b>FAL Number:</b>	84.425U
<b>Pass-Through Agency:</b>	California Department of Education
<b>Pass-Through Number:</b>	15559, 10155
<b>Award Period:</b>	July 1, 2022 – June 30, 2023
<b>Type of Finding:</b>	Significant Deficiency in Internal Control over Reporting

**Criteria or specific requirement:** Per 2 CFR section 200.514, in assessing the internal controls over reporting, it was noted an additional review of annual performance reports prior to submission was not accurately performed.

**Condition and Context:** During the sample of 5 ESSER program annual performance reports that were tested, we noted that the Organization reported the full allocation of ESF funds for the year ended June 30, 2023, rather than the expenditures allocated to the program during the period. While the annual reporting was incorrect, the quarterly reporting of expenditures during the year ended June 30, 2023 were correct and expenditures for the ESF funds were recorded properly in the financial statements.

**Cause:** Clerical error and lack of secondary review of inputs prior to annual performance report submissions.

**Effect:** Over-reporting of \$1,383,405 in expenditures over actual expenditures for 4 of the ESSER program annual performance reports.

**Status:** The Organization has not been able to correct the reporting. See repeat finding 2025-001 reported during the year ended June 30, 2025.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS (CONTINUED)  
YEAR ENDED JUNE 30, 2025**

**State Awards:**

**2024-002      Nonclassroom-Based Instruction / Independent Study      40000**  
**California Connections Academy Central Valley – Charter Number: 0804**  
**California Connections Academy Southern California – Charter Number: 0664**  
**California Connections Academy Northern California – Charter Number: 1398**  
**California Connections Academy Monterey Bay – Charter Number: 2056**

**Criteria or specific requirement:** Pursuant to Education Code 51747.5(a), a certificated employee of the charter school must coordinate, evaluate, and provide general supervision of each pupil's independent study.

**Condition and Context:** The Organization had a substitute supervising pupils' independent study without a valid teaching credential during the period of September 5, 2023 through November 14, 2023. This individual provided supervision at California Connections Academy Central Valley, California Connections Academy Southern California, California Connections Academy Northern California, and California Connections Academy Monterey Bay.

**Cause:** The teacher was a substitute from a contracted provider that was supposed to provide only individuals with valid teaching credentials. Monitoring of teacher credentials was insufficient to ensure compliance.

**Effect:** The Organization is not in compliance with Education code section 51747(a) for the pupils supervised during the period indicated, over-reported ADA in its P-2 and P-Annual reports as follows:

	P-2 ADA Disallowed	P-Annual ADA Disallowed
Central Valley	4.41	3.16
Southern California	2.05	1.47
Northern California	2.84	2.03
Monterey Bay	0.84	0.60
Total	10.14	7.26

The over-reported P-2 ADA resulted in a known calculation for the decreased apportionment of \$139,087.

**Status:** Implemented and remediated during the year ended June 30, 2025.