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

Board Information Memo

SUBJECT: School Accountability Report Card

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

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.

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)

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

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

2025-26 District Contact Information

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

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.5	90.91	8.1	69.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	6.06	2.7	23.18	11953.1	4.28
Unknown/Incomplete/NA	0	2.42	0.8	7.21	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.3	86.87	8.3	66.53	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.1	1.51	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	8.13	3.5	28.07	11746.9	4.23
Unknown/Incomplete/NA	0	4.38	0.4	3.73	14303.8	5.15
Total Teaching Positions	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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

| Visual and Performing Arts | Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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 Central Coast is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

Year and month of the most recent FIT report				N/A

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

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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
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

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Caretaker", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. 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.

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

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.

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:

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 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)

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

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

2025-26 District Contact Information

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

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.7	89.17	29.5	80.44	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	2.72	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2.5	6.8	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	7.09	2.2	6.01	11953.1	4.28
Unknown/Incomplete/NA	0.6	3.68	1.4	4.03	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.9	88.54	27.8	81.31	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.9	5.8	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	2.92	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	8.35	2.5	7.55	11746.9	4.23
Unknown/Incomplete/NA	0.4	3.04	0.8	2.36	14303.8	5.15
Total Teaching Positions	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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 %
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'

Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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 %
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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 %
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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 %

| Visual and Performing Arts | Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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 % |
| Science Laboratory Equipment (grades 9-12) | | % |

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

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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
English Language Arts/Literacy (grades 3-8 and 11)	35	39	29	33	47	48
Mathematics (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
All Students	558	484	86.74	13.26	39.26
Female	286	254	88.81	11.19	43.31
Male	269	227	84.39	15.61	34.80
American Indian or Alaska Native	--	--	--	--	--
Asian	14	13	92.86	7.14	61.54
Black or African American	30	27	90.00	10.00	33.33
Filipino	0	0	0	0	0
Hispanic or Latino	278	245	88.13	11.87	36.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	51	40	78.43	21.57	42.50

White	180	155	86.11	13.89	42.58
English Learners	47	38	80.85	19.15	23.68
Foster Youth	--	--	--	--	--
Homeless	24	23	95.83	4.17	47.83
Military	0	0	0	0	0
Socioeconomically Disadvantaged	379	329	86.81	13.19	36.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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.

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

Socioeconomically Disadvantaged	379	336	88.65	11.35	25.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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
Science (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
All Students	403	349	86.60	13.40	28.53
Female	207	186	89.86	10.14	29.19
Male	192	159	82.81	17.19	27.22
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	45.45
Black or African American	24	20	83.33	16.67	30.00
Filipino	0	0	0	0	0
Hispanic or Latino	184	163	88.59	11.41	26.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	30	81.08	18.92	36.67
White	142	121	85.21	14.79	28.93
English Learners	35	27	77.14	22.86	18.52
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	35.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	259	220	84.94	15.06	28.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Caretaker", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. 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.

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

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.

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/cs/.

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	
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 Valley 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 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)

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

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

2025-26 District Contact Information

District Name	California Online Public Schools Northern California
Phone Number	(209) 599-2131
Superintendent	Mr. Rusty S. Clark
Email Address	nelsumri@riponusd.net
District Website	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.7	89.82	184.4	87.72	234405.2	84
Intern Credential Holders Properly Assigned	0.2	0.38	5.4	2.59	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	1.04	4.7	2.25	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.1	6.09	6.7	3.22	11953.1	4.28
Unknown/Incomplete/NA	1.3	2.63	8.8	4.2	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.7	89.84	180.7	88.07	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.5	2.23	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.4	6.5	3.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.4	6.89	8.8	4.3	11746.9	4.23
Unknown/Incomplete/NA	1.4	2.83	4.5	2.2	14303.8	5.15
Total Teaching Positions	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1	0.4	0.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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

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.

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.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

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
English Language Arts/Literacy (grades 3-8 and 11)	38	41	54	55	47	48
Mathematics (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
All Students	939	833	88.71	11.29	40.99
Female	510	452	88.63	11.37	42.26
Male	423	376	88.89	11.11	38.67
American Indian or Alaska Native	--	--	--	--	--
Asian	75	65	86.67	13.33	49.23
Black or African American	117	103	88.03	11.97	36.89
Filipino	24	22	91.67	8.33	36.36
Hispanic or Latino	254	225	88.58	11.42	37.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	150	135	90.00	10.00	44.44

	306	274	89.54	10.46	42.70
White	306	274	89.54	10.46	42.70
English Learners	68	50	73.53	26.47	6.00
Foster Youth	--	--	--	--	--
Homeless	42	35	83.33	16.67	25.71
Military	0	0	0	0	0
Socioeconomically Disadvantaged	514	438	85.21	14.79	31.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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.

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

Socioeconomically Disadvantaged	515	439	85.24	14.76	27.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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
Science (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

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Caretaker", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours, which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year, and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts, such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. 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.

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

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 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%		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	
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 Northern 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 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)

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

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

2025-26 District Contact Information

District Name	California Online Public Schools North Bay
Phone Number	(707) 987-4100
Superintendent	Jeff Crane
Email Address	jeff.crane@middletownusd.org
District Website	www.middletownusd.org

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.3	89.04	53	68.44	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.7	3.55	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	11	14.23	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	6.15	0.8	1.1	11953.1	4.28
Unknown/Incomplete/NA	0.1	4.55	9.8	12.66	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.7	84.57	57.9	73.98	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.1	5.32	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	12.6	16.19	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	10.19	0.3	0.42	11746.9	4.23
Unknown/Incomplete/NA	0.1	4.94	3.1	4.06	14303.8	5.15
Total Teaching Positions	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External:				

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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
English Language Arts/Literacy (grades 3-8 and 11)	35	51	42	48	47	48
Mathematics (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
All Students	102	90	88.24	11.76	51.11
Female	56	50	89.29	10.71	56.00
Male	43	38	88.37	11.63	44.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	25	80.65	19.35	36.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	59	53	89.83	10.17	60.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	49	83.05	16.95	44.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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.

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

Socioeconomically Disadvantaged	59	49	83.05	16.95	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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
Science (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
All Students	82	72	87.80	12.20	38.89
Female	41	38	92.68	7.32	39.47
Male	37	31	83.78	16.22	35.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	23	74.19	25.81	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	41	95.35	4.65	51.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	36	83.72	16.28	38.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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	

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	70.59%	76.47%	76.47%	76.47%	76.47%
Grade 9	47.83%	47.83%	47.83%	47.83%	52.17%

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

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Caretaker", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours, which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year, and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts, such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. 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.

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

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.

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/cs/.

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	
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 North Bay 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 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)

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

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

2025-26 District Contact Information

District Name	California Online Public Schools Monterey Bay
Phone Number	(831) 438-1820
Superintendent	Tanya Krause
Email Address	tkrause@scottsvalleyusd.org
District Website	https://www.scottsvalleyusd.org/

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

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.8	89.76	101.9	89.72	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	3.08	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1.6	1.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	7.35	4	3.55	11953.1	4.28
Unknown/Incomplete/NA	0.3	2.81	2.5	2.23	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.4	85.91	92	84.86	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.8	3.58	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5	4.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	9.09	1.6	1.48	11746.9	4.23
Unknown/Incomplete/NA	0.5	4.91	5.9	5.46	14303.8	5.15
Total Teaching Positions	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External:				

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes	**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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
English Language Arts/Literacy (grades 3-8 and 11)	49	50	65	66	47	48
Mathematics (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
All Students	274	251	91.61	8.39	49.60
Female	134	125	93.28	6.72	50.00
Male	136	123	90.44	9.56	47.97
American Indian or Alaska Native	--	--	--	--	--
Asian	33	32	96.97	3.03	78.13
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	119	112	94.12	5.88	40.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	33	91.67	8.33	57.58

White	75	64	85.33	14.67	51.56
English Learners	24	24	100.00	0.00	8.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	117	92.86	7.14	37.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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.

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

Socioeconomically Disadvantaged	126	122	96.83	3.17	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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
Science (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
All Students	257	236	91.83	8.17	33.05
Female	132	124	93.94	6.06	31.45
Male	122	110	90.16	9.84	33.64
American Indian or Alaska Native	0	0	0	0	0
Asian	23	21	91.30	8.70	61.90
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	104	92.86	7.14	24.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	32	94.12	5.88	40.63
White	79	71	89.87	10.13	32.39
English Learners	26	26	100.00	0.00	15.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	106	97.25	2.75	22.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Caretaker", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours, which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year, and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts, such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. 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.

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

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 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%		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/cs/.

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	
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 Monterey Bay 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 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)

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

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

2025-26 District Contact Information

District Name	California Online Public Schools Southern California
Phone Number	949-234-9200
Superintendent	Dr. Christopher Brown
Email Address	superintendent@capousd.org
District Website	www.capousd.org

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	166.2	90.71	2142.7	90.61	234405.2	84
Intern Credential Holders Properly Assigned	0.6	0.34	7.8	0.33	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	53.4	2.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12.7	6.97	28.7	1.22	11953.1	4.28
Unknown/Incomplete/NA	3.6	1.98	132	5.58	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	151.5	89.11	2082.1	91.36	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.1	0.31	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.2	0.72	44.2	1.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10	5.89	46.5	2.04	11746.9	4.23
Unknown/Incomplete/NA	7.2	4.27	98.8	4.34	14303.8	5.15
Total Teaching Positions	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.6	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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%
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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%
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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%

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.'

| Foreign Language | Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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% |
| Health | Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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.'	
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum 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%
Science Laboratory Equipment (grades 9-12)		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

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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
English Language Arts/Literacy (grades 3-8 and 11)	38	43	67	69	47	48
Mathematics (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
All Students	2514	2276	90.53	9.47	43.20
Female	1280	1171	91.48	8.52	46.88
Male	1223	1096	89.62	10.38	39.27
American Indian or Alaska Native	15	13	86.67	13.33	53.85
Asian	121	115	95.04	4.96	80.87
Black or African American	343	293	85.42	14.58	32.08
Filipino	46	44	95.65	4.35	59.09
Hispanic or Latino	968	887	91.63	8.37	38.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	304	278	91.45	8.55	45.68

White	707	639	90.38	9.62	45.61
English Learners	149	132	88.59	11.41	20.45
Foster Youth	--	--	--	--	--
Homeless	122	104	85.25	14.75	27.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1460	1306	89.45	10.55	38.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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.

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

Socioeconomically Disadvantaged	1463	1309	89.47	10.53	28.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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
Science (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
All Students	2048	1841	89.89	10.11	34.82
Female	1057	949	89.78	10.22	35.84
Male	972	876	90.12	9.88	32.99
American Indian or Alaska Native	13	10	--	23.08	--
Asian	102	92	90.20	9.80	68.48
Black or African American	215	189	87.91	12.09	21.28
Filipino	26	25	96.15	3.85	76.00
Hispanic or Latino	754	691	91.64	8.36	31.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	236	218	92.37	7.63	39.45
White	696	611	87.79	12.21	34.10
English Learners	115	104	90.43	9.57	20.19
Foster Youth	--	--	--	--	--
Homeless	90	78	86.67	13.33	21.79
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1062	948	89.27	10.73	32.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Caretaker", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours, which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year, and many typically do so more often.

Students and their parents (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.

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

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.

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/cs/.

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	
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 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)

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

California Online Public Schools

Board Information Memo

SUBJECT: Spark Hire Annual Contract Renewal

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

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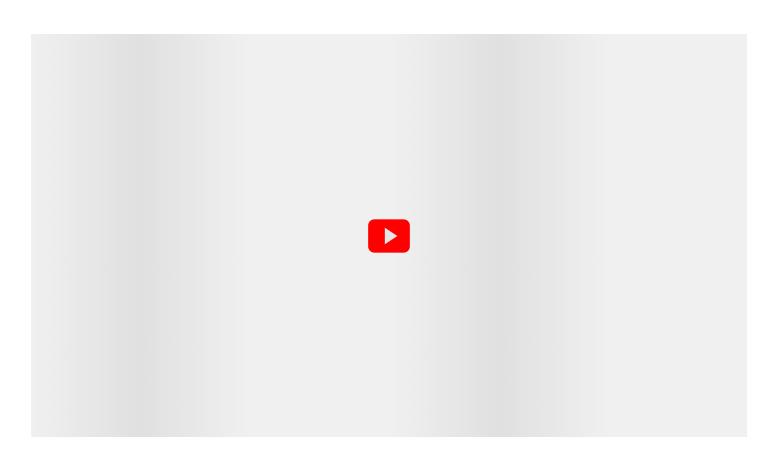
It's our goal to be the best company you do business with and we can't wait to prove it.

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

Josh Tolan
CEO, Spark Hire

From our customers

SPARK HIRE

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 *(Can be changed later with our Finance team)*	
Months Serviced	12
Number of Employees	301-500

![Spark Hire logo]

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 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:

Name	
Job Title	

Name	
Date	

☐ **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

California Online Public Schools

Board Information Memo

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

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

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 ("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. 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 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.

"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 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
Mailing Address:
California Online Public Schools
33272 Valle Rd.
San Juan Capistrano, CA 92675

CCGI:
Name: Contracts Manager
Email: 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

California Online Public Schools

Board Information Memo

SUBJECT: Local Assignment Option 44258.3

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

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 (l), 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 (l)(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.

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)

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

Board Information Memo

SUBJECT: Hyatt Contract Negotiations and Outstanding Balance

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

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)

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

California Online Public Schools

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

SUBJECT: T-Mobile Contract

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**

Background *(Brief Summary of Background Information)*

a. *Contract Term (Length):* 24 months from the date or 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:

☐ Curriculum Subject:_____	☐ Dues & Memberships	☐ Repairs & Maintenance
	☐ Marketing	☐ Insurance
☐ Textbooks	☐ Software	☐ Professional Development
☐ School Supplies	X Communications	☐ Educational Consulting
☐ Event Supplies	☐ IT	☐ Consulting
☐ Office Supplies	☐ Rent / Leases	☐ Professional Services

X Equipment *(Staff or Student)*	☐ Facility Upgrades	☐ Other: _____

Funding Source:

☐ General Funds	☐ Special Education Funds	X Restricted (Specialized Funds)	X Federal Funds

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	•Unlimited High Speed Data •Unlimited Messaging •Binge On •Domestic data roaming (200MB/mo.) •Simple Global •Stateside International Unlimited Texting •Music Freedom •All recurring taxes and fees included in MRC •During congestion, customers on this plan using >50GB/mo. may notice reduced speeds until next bill cycle due to data prioritization.	$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[1]	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[2]
4,120	$15.17 SOC: GEEDMI15	24	$1,500,009.60	$90 Franklin T10	$370,800.00	$370,800.00	$1,500,009.60

[1]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.
[2] "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) 1/24th, 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 <u>Exhibit A</u> 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 38th Street, Bellevue, WA 98006
Telephone:	(425) 383-4000
Email:	<u>David.Bezzant@T-Mobile.com</u>

For Legal Notice – send a copy to:

Name:	Legal Department – Sales & Distribution, T-Mobile USA, Inc.
Address:	12920 SE 38th 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:	bjamero@californiaops.org

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

Customer: California Online Public Schools	**Contractor: T-Mobile USA, Inc.**
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 (agreement)

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

SUBJECT: Total Transportation Logistics Agreement

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:

☐ Curriculum Subject:_____	☐ Dues & Memberships	☐ Repairs & Maintenance
	☐ Marketing	☐ Insurance
☐ Textbooks	☐ Software	☐ Professional Development

☐ School Supplies	☐ Communications	☐ Educational Consulting
☐ Event Supplies	☐ IT	☐ Consulting
☐ Office Supplies	X Rent / Leases	☐ Professional Services
☐ Equipment *(Staff or Student)*	☐ Facility Upgrades	☐ Other: _____

Funding Source:

X General Funds	☐ Special Education Funds	☐ Restricted (Specialized Funds)	☐ Federal Funds

Is this a new vendor? (If so, please complete a New Vendor Set-Up Form) No

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:

TTL/OWL WAREHOUSE SERVICE AGREEMENT

This agreement is between <u>TTL/OWL</u>, whose address is <u>10 Longitude Way Corona, CA</u>, 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
Drayage		
Drayage	NA	
Pier Pass (if pulled during day time/or as required)	NA	
Inbound		
Inbound charge per pallet, Trailer or Partial	$15.00	Per Pallet
Returns	$25.00	Per Box
Restocking Fee (canceled orders)	$25.00	Per Box
Outbound Charges		
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
Storage		
Monthly Inventory Renewal Storage Charges	$30.00	Per pallet per month
Minimum Monthly Renewal Charge	$500.00	Per Month
Materials		
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
Projects/Special Request/IT		
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
Transportation		
Domestic Transportation	TBD	Per Tariff or Spot Quote Basis

1. **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

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

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

Signed by:

Richie Romero

FE9DD300CFFD491...

Signature	Signature

07/18/2025

Date	Date

7/17/2025

Coversheet

Approval of SoftMSP Software Development Contract Amendment (attached)

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

California Online Public Schools

Board Information Memo

SUBJECT: SoftMSP Service Contract Addendum

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**

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 <u>May 23, 2025 </u>("**Agreement**"). All capitalized terms not otherwise defined herein shall have the meanings set forth in the Agreement.

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:

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.

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.

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.

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

SOFTMSP LLC
By: _____
Name: _____
Title: _____
Date: _____

CALIFORNIA ONLINE PUBLIC SCHOOLS (CalOPS)
By: _____
Name: _____
Title: _____
Date: _____

Coversheet

Approval of Hartford Liability Insurance (attached)

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

Board Information Memo

SUBJECT: Hartford Worker's Comp Audit Invoice

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**

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 approvethe Hartford Liability Insurance Invoice

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

THE HARTFORD

Billing Company:
Hartford Fire Insurance Company

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

Your Upcoming Bill Installments

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

Need Help?

Visit business.thehartford.com to pay bills, view policy documents, get certificates, and more.

Need Help? Chat online or call us at 1-866-467-8730. We're here Monday - Friday.

Named Insured: CALIFORNIA ONLINE PUBLIC SCHOOLS
Agent: NEWFRONT INSURANCE SERVICES
Agent Phone Number: 1-415-754-3635
For policy changes please contact your agent.

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
				TOTALS	$223,123.00	$223,123.00

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. 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

12685320 11/10/25 02 57 17143054 92 NU57

THE HARTFORD

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

The Hartford

Policy Number: 57 WB AD4FAB	**Sentinel Insurance Company Ltd.**
Named Insured and Mailing Address:	**Policy Period:** 7/1/2024- 7/1/2025
California Online Public Schools	**Audit Period:** 7/1/2024 - 7/1/2025
33272 VALLE RD	**Producer:** NEWFRONT INSURANCE SERVICES
SAN JUAN CAPISTRANO, CA 92675-4842	**Producer Code:** 57556936
Direct Bill Account #: 17143054	**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

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

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

Entity	Estimated Annual Exposure	Audited Annual Exposure	Net Difference
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

Entity	Estimated Annual Exposure	Audited Annual Exposure	Net Difference
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	

Total Premium	**$228,481.00**	**$451,604.00**	**$223,123.00**

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

Insured:	California Online Public Schools		
State:	AL (01)		
Location:	18 - AL		
Co. Code:	7 - Twin City Fire Insurance Company		

	Class Code	**Class Description**	**Audited Exposure**	**Rate (Per $100)**	**Total Cost**
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	$132,520.00	0.8800	$1,166.00

AL - Other Premium Taxes and Surcharges					
		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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$132,520.00	0.0200	$27.00
		CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$132,520.00	0.0400	$53.00

	AL Total Cost	**$960.00**

Insured:	California Online Public Schools		
State:	AZ (02)		
Location:	3 - 335 E GERMANN RD STE 140 GILBERT AZ 85297-2920		
Co. Code:	7 - Twin City Fire Insurance Company		

	Class Code	**Class Description**	**Audited Exposure**	**Rate (Per $100)**	**Total Cost**
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	$866,437.00	0.2400	$2,079.00

AZ - Other Premium Taxes and Surcharges					
		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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$866,437.00	0.0100	$87.00
		CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$866,437.00	0.0100	$87.00

	AZ Total Cost	**$1,904.00**

STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)

Policy Number: 57WBAD4FAB   **Audit Period:** 07/01/24 to 07/01/25

Insured:	ALPAUGH ACADEMIES
State:	CA (04)
Location:	1 - 580 N WILMA AVE RIPON CA 95366-9514
Co. Code:	A - Sentinel Insurance Company Ltd.

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	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

CA - Other Premium Taxes and Surcharges				
	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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$52,557,546.00	0.0200	$10,512.00
	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

CA Total Cost	**$421,104.00**

Insured:	California Online Public Schools
State:	CO (05)
Location:	4 - CO
Co. Code:	6 - Hartford Underwriters Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	$250,153.00	0.9500	$2,376.00

CO - Other Premium Taxes and Surcharges				
	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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$250,153.00	0.0140	$35.00
CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$250,153.00	0.0200	$50.00
DIVIDENDS/PARTICIPATING PROGRAM		4	-$83.00

CO Total Cost	**$1,976.00**

Insured:	California Online Public Schools
State:	CT (06)
Location:	5 - CT
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	$150,793.00	0.7700	$1,161.00

CT - Other Premium Taxes and Surcharges				
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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$150,793.00	0.0250	$38.00
CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$150,793.00	0.0300	$45.00
CONNECTICUT SPECIAL ASSESSMENT FUND (CBAI A8) SURCHARGE		2.3000	$26.00
CT 2ND INJURY FUND		2.2500	$26.00

CT Total Cost	**$1,195.00**

Insured:	California Online Public Schools
State:	FL (09)
Location:	6 - FL
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL EMPLOYEES & CLERICAL	$0.00	0.3500	$0.00

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STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)

Policy Number: 57WBAD4FAB   **Audit Period:** 07/01/24 to 07/01/25

FL - Other Premium Taxes and Surcharges			
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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT		0.0100	$0.00

FL Total Cost	**$184.00**

Insured:	California Online Public Schools
State:	GA (10)
Location:	7 - GA
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	$306,148.00	0.7200	$2,204.00

GA - Other Premium Taxes and Surcharges			
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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$306,148.00	0.0050	$15.00
CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$306,148.00	0.0400	$122.00

GA Total Cost	**$1,981.00**

Insured:	California Online Public Schools
State:	ID (11)
Location:	8 - ID
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	$1,052,334.00	0.5200	$5,472.00

ID - Other Premium Taxes and Surcharges			
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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$1,052,334.00	0.0100	$105.00
CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$1,052,334.00	0.0100	$105.00

ID Total Cost	**$4,463.00**

Insured:	California Online Public Schools
State:	KY (16)
Location:	19 - UNK FRANKFORT KY 40601
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$115,034.00	0.0050	$6.00
CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$115,034.00	0.0400	$46.00
KY TAX AND ASSESSMENT SURCHARGE		6.5300	$29.00

KY Total Cost	**$471.00**

Insured:	California Online Public Schools
State:	MN (22)
Location:	20 - MN
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	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

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STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)

Policy Number: 57WBAD4FAB   **Audit Period:** 07/01/24 to 07/01/25

TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$130,680.00	0.0150	$20.00
MN SPECIAL COMPENSATION FUND ASSESSMENT (CBAI 72)		3	$30.00

MN Total Cost	**$974.00**

Insured:	California Online Public Schools
State:	MO (24)
Location:	21 - UNK JEFFERSON CITY MO 65101
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$130,344.00	0.0110	$14.00
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$130,344.00	0.0200	$26.00
	MO SECOND INJURY FUND ASSESSMENT (CBAI 90)		3	$21.00

MO Total Cost	**$718.00**

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

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	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

		Amount	Rate	Cost
TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT		$251,545.00	0.0130	$33.00
CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)		$251,545.00	0.0300	$75.00
MT REGULATORY ASSESSMENT (0939) (CBAI D8)			0.8925	$18.00
MTOSAHRA (OCCUPATIONAL SAFETY AND HEALTH REGULATORY ASSESSMENT) SURCHARGES (CBAI T5)			0.3902	$8.00
MT SUBSEQUENT INJURY ASSESSMENT (0935) (CBAI D9)			0.4576	$9.00

MT Total Cost	**$2,032.00**

Insured:	California Online Public Schools
State:	NM (30)
Location:	9 - NM
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	$140,112.00	0.6300	$883.00

NM - Other Premium Taxes and Surcharges				
EMP LIAB INCREASED LIMITS		$0.00	0.0110	$10.00
WAIVER OF SUBROGATION		$0.00	0.0200	$250.00
EXPERIENCE MODIFIER 07/01/2024-07/01/2025		$0.00	0.7800	-$251.00
PREMIUM DISCOUNT			0.0460	-$41.00
TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT		$140,112.00	0.0110	$15.00
CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)		$140,112.00	0.0200	$28.00

NM Total Cost	**$894.00**

Insured:	California Online Public Schools
State:	NV (27)
Location:	2 - NV
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	$252,000.00	0.6200	$1,562.00

NV - Other Premium Taxes and Surcharges

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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$252,000.00	0.0750	$189.00
CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$252,000.00	0.0200	$50.00

NV Total Cost	**$1,356.00**

Insured:	California Online Public Schools
State:	NY (31)
Location:	17 - 4522 SHARON DR LOCKPORT NY 14094-1314
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOL - PROFESSIONAL EMPLOYEES & CLERICAL	$195,735.00	0.4600	$900.00

NY - Other Premium Taxes and Surcharges				
	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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$195,735.00	0.0390	$76.00
	TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT - NY PERCAPITA			$0.00
	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

NY Total Cost	**$1,258.00**

Insured:	California Online Public Schools
State:	OR (36)
Location:	10 - OR
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	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

	& CLERICAL			

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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$417,745.00	0.0110	$46.00
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$417,745.00	0.0200	$84.00
	OR ADMINISTRATIVE FUND ASSESSMENT		9.8000	$141.00

OR Total Cost	**$1,581.00**

Insured:	California Online Public Schools
State:	TN (41)
Location:	22 - TN
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$538,866.00	0.0130	$70.00
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$538,866.00	0.0300	$162.00

TN Total Cost	**$1,370.00**

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

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOL: PROFESSIONAL EMPLOYEES	$1,838,685.00	0.3300	$6,068.00
	8810	CLERICAL OFFICE EMPLOYEES	$0.00	0.0500	$0.00

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STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)

Policy Number: 57WBAD4FAB   **Audit Period:** 07/01/24 to 07/01/25

	NOC				

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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$1,838,685.00	0.0240	$441.00
	DIVIDENDS/PARTICIPATING PROGRAM		4	-$196.00
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$1,838,685.00		$0.00

TX Total Cost	**$4,591.00**

Insured:	California Online Public Schools
State:	UT (43)
Location:	16 - UT
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$254,170.00	0.0110	$28.00
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)	$254,170.00	0.0200	$51.00

UT Total Cost	**$538.00**

Insured:	California Online Public Schools
State:	VA (45)
Location:	12 - VA
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	$135,238.00	0.3000	$406.00

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STATEMENT OF PREMIUM ADJUSTMENT – Final Audit (Cont.)

Policy Number: 57WBAD4FAB   **Audit Period:** 07/01/24 to 07/01/25

VA - Other Premium Taxes and Surcharges			
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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$135,238.00	0.0200	$27.00

	VA Total Cost	**$778.00**

Insured:	California Online Public Schools
State:	WA (46)
Location:	13 - WA
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	9139	STOP GAP	$349,905.00	0.0200	$250.00

WA - Other Premium Taxes and Surcharges			
WAIVER OF SUBROGATION	$0.00	0.0200	$250.00
EMP LIAB INCREASED LIMITS	$0.00	0.7700	$193.00

	WA Total Cost	**$693.00**

Insured:	California Online Public Schools
State:	WI (48)
Location:	23 - WI
Co. Code:	7 - Twin City Fire Insurance Company

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	$115,951.00	0.4100	$475.00

WI - Other Premium Taxes and Surcharges			
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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT	$115,951.00	0.0200	$23.00
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

	WI Total Cost	**$388.00**

Insured:	California Online Public Schools			
State:	WV (47)			
Location:	14 - WV			
Co. Code:	7 - Twin City Fire Insurance Company			

	Class Code	Class Description	Audited Exposure	Rate (Per $100)	Total Cost
Standard Premium					
	8868	SCHOOLS - TRADE OR VOCATIONAL - PROFESSIONAL	$0.00	0.2900	$0.00

WV - Other Premium Taxes and Surcharges				
	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 PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT		0.0120	$0.00
	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM)		0.0200	$0.00
	WV REGULATORY SURCHARGE		5	$9.00

WV Total Cost	**$195.00**

Policy Audit Total Cost	**$451,604.00**

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)

Section:	V. Action Items
Item:	F. Marketing Programmatic Advertising Correction Payment to Brandastic (attached)
Purpose:	Vote
Submitted by:	
Related Material:	Marketing Programmatic Campagin Cost overrun -BIM - CalOPS.pdf
	CalOps Insertion Order Addendum 6_1_25 - 12_31_25.pdf

SUBJECT: Marketing Programmatic Campaign cost overrun payment needed

Category Marketing / Finance
Date: 1 Dec. 2025
Reason for Board Consideration - Overrun on program and payment needed to continue
Decision Type: Action Item

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.

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

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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.

California Online
Public Schools

- At contract renewal in June 2025, Brandasitc 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

BRANDASTIC

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.

Name	**$45,000**
	Total
Signature	Date

(signature)

11/6/2025

Signature   Date

Justin Nassie | Brandastic

BRANDASTIC

Addendum to Contract
Insertion Order for Programmatic Marketing

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
Total Media Investment										**$45,000.00**

One Time Pmt of $45,000 or $7,500/month for 6 mos.

BRANDASTIC

IGNITE YOUR POTENTIAL"