



California Online Public Schools (CalOPS) Board Meeting Agenda

DATE: Tue September 27th, 2022

TIME: 3:30pm - 5:30pm PDT

GROUPS: Board, Board Meeting Invited Guests, PVS Support Team

CalCA North Bay School Phone: (707) 232-5470 School Fax: (707) 987-5570

CalCA Central Valley School Phone: (559) 571-2300 School Fax: (559) 746-0497

CalCA Central Coast School Phone: (661) 230-9820 School Fax: (661) 568-0053

CalCA Monterey Bay School Phone: (831) 200-1006 School Fax: (831) 401-2669

CalCA Northern California School Phone: (209) 253-1208 School Fax: (209) 253-0406

CalCA Southern California School Phone: (949) 461-1667 School Fax: (949) 240-7895

Teleconference: 800-504-8071 Access Code: 843-8063#

This meeting is open to the public in person and via teleconference. For information about this meeting or for members of the public who require special accommodations to attend, contact the school offices: Bernie Jamero at (209) 253-1208 or Deborah Larson at (949) 461-1667 at least 24 hours prior to the meeting. The Board packet can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

I. **Call to Order – E. Pavlich**

II. **Roll Call – E. Pavlich**

III. **Public Comment**

The Board welcomes participation by the members of the public telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must write their name and a short description of the agenda item on which they wish to comment on the card provided and submit this to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the School Leader by phone or by email at least twenty four (24) hours before the scheduled start of the

Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the School Leader at least twenty-four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, or six (6) minutes if the individual requesting to comment is a non English speaker and requires a translator, unless the Board grants additional time. However, in compliance with Board policy and the Brown Act, the Board is not permitted to discuss or take action on non-agenda items.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the School Leader at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

To view the Board Public Comment Policy, visit the school's "Governance" page at <https://www.connectionsacademy.com/california-online-school/about/school-board>.

IV. **Routine Business**

a. **Approval of Agenda – E. Pavlich**

V. **Public Hearing on the Conflict of Interest Code (attached) - F. Sassin**

[CalOPS CONFLICT of Interest Code as approved 12-5-19 REDLINE changes 9-27-22 for board.pdf](#)

VI. **Oral Reports**

a. **Superintendent's Report (MSRs attached) – R. Savage**

[CalCA Central Coast August 2022 MSR.pdf](#)

[CalCA Central Valley August 2022 MSR.pdf](#)

[CalCA Monterey Bay August 2022 MSR.pdf](#)

[CalCA NorCal August 2022 MSR.pdf](#)

[CalCA North Bay August 2022 MSR.pdf](#)

[CalCA SoCal August 2022 MSR.pdf](#)

1. Back to School Activities Update
2. Enrollment and Staffing Update
3. 2022 Graduate Updates

b. **Principals' Reports (attached)**

[_CalCA Principals' Report Sept 22-23.pdf](#)

1. Elementary School – M. White
2. Middle School – H. Tamayo
3. High School – K. Mannix

c. **CalCA Financial Report (to follow) – L. Carter**

1. Consolidated Financial Report (attached)

[####California Online Public Schools August 2023 Financials####.pdf](#)

2. CalCA Central Coast Financial Report (attached)

[CalCEN August 2022 Close File Board.pdf](#)

3. CalCA Central Valley Financial Report (attached)

[Central Valley Aug 2022 Close Board.pdf](#)

4. CalCA Monterey Bay Financial Report (attached)

[CalMB August 2022 Close File Board.pdf](#)

5. CalCA North Bay Financial Report (attached)

[North Bay August 2022 Close File Board.pdf](#)

6. CalCA Northern California Financial Report (attached)

[NorCal August 2022 Close Board.pdf](#)

7. CalCA Southern California Financial Report (attached)

[SoCal August 2022 Close File Board.pdf](#)

d. **Policy and Compliance Report (attached) – F. Sassin**

[Policy Report for September CalCA Board Meeting 20220927Final.pdf](#)

1. Audit Update

VII. **Consent Items**

a. **Approval of Minutes from the August 23, 2021 Board Meeting (attached)**

[CalOPS Meeting Minutes-220823_For Board Review.pdf](#)

b. **Approval of Staffing Report (attached)**

[CalOPS Board Report_9.2022.pdf](#)

[Lina Arango 22.pdf](#)

[Danielle Vela Resume anaheim.pdf](#)

Resume SHale.pdf
Resume Shannon Smith.pdf
THewett Resume.pdf
Christy Bransetter Resume 2022.pdf
Stacy Reynolds Resume 2021.pdf
Michelle_Castillo_Resume (1).pdf
Lopez.Steve.Resume.June.2022.pdf
Gregory Israel Resume.pdf
Jennifer Blake Resume.pdf
Shideh.Nejad.Resume 2022.pdf
Antonios Theodosios Resume.pdf
Lesley Cassandra Sharpe Resume.pdf
Resume - Ziegler - SC.pdf
Rachel Lee Resume.pdf
Stelly Aalaneja Resume.pdf
Jannel Resume.pdf
Carrie Page Resume.pdf
K_Plowman Resume August22.pdf
Landin Mello Resume.pdf
Shaina Workman Resume.pdf
NancyTeachingResume.pdf
MANNING Resume 2022 google doc.pdf
K.Sepa Resume (1).pdf
V.Acosta Resume.pdf
Jamia Seifert Resume.pdf
Amy McMains Resume.pdf
Matthew Solomon Resume.pdf
Andrea Story Resume.docx.pdf

c. **Approval of Pearson Invoice(s) (attached)**

SoCal July 2022 Invoice and Support.pdf
SoCal August 2022 Invoice and Support.pdf
Central Valley July 2022 Inv & Support.pdf

[Central Valley Aug 2022 Inv & Support.pdf](#)
[NorCal July 2022 Invoice and Support.pdf](#)
[NorCal August 2022 Invoice and Support.pdf](#)
[North Bay July 2022 Invoice and Support.pdf](#)
[North Bay August 2022 Invoice and Support.pdf](#)
[CalCEN July 2022 Invoice and Support.pdf](#)
[CalCEN August 2022 Invoice and Support.pdf](#)
[CalMB July 2022 Invoices and Support.pdf](#)
[CalMB August 2022 Invoice and Support.pdf](#)

d. **Ratification of Unaudited Actuals for Fiscal Year Ending June 30, 2022 (attached)**

[Unaudited Actuals.Central Coast.42750100138891signed.pdf](#)
[Unaudited Actuals.Central Valley.54718030112458signed.pdf](#)
[Unaudited Actuals.Monterey Bay.44754320139410signed.pdf](#)
[Unaudited Actuals.North Bay.17640550129601signed.pdf](#)
[Unaudited Actuals.Northern California.39686500125849signed.pdf](#)
[Unaudited Actuals.Southern California.30664640106765.signed.pdf](#)

e. **Approval of 2022-2023 Base Salaries and Incentive Package and Career Ladder Positions (attached)**

[CalOPS Full Staff Sept 2022.pdf](#)

f. **Approval of CalOPS Employee Handbook Revision(s); Residency Requirements Update (attached)**

[California Connections Academy Employee Handbook Approved 082322_Redline_For Board Approval 9.15.22.pdf](#)

VIII. **Action Items**

a. **Approval of Closing Enrollment for the 2021-2022 School Year on February 3, 2023 – R. Savage**

b. **Approval of Revision(s) to the COVID-19 Safety Plan (attached) – F. Sassin**

[Addendum to Safe Return to In Person Instruction Plan as of 9-27-22.pdf](#)
[CalOPS_COVID-19 Preparedness Prevention and Response Safety Plan_Part 1_REVISIED 9-27-22 REDLINE for board review.pdf](#)

[Safe Return Plan CalCA SoCal 7-16-21.pdf](#)

[Safe Return Plan CalCA North Bay 7-16-21.pdf](#)

[Safe Return Plan CalCA Central Valley 7-16-21.pdf](#)

[Safe_Return_Plan_CalCA_NorCal_name change 9-19-22.pdf](#)

- c. **Approval of Board Policy: Conflict of Interest (COI) Code (previously attached) – F. Sassin**

- d. **Consideration of Declaration of Need for the 2022-23 School Year for LEAs listed: California Connections Academy Southern California, CDS Code 30-66464-0106765, California Connections Academy Northern California, CDS Code 39-68650-0125849, California Connections Academy North Bay, CDS Code 17-64055-0129601, California Connections Academy Central Valley, CDS Code 54-71803-0112458, California Connections Academy Central Coast, CDS Code 42-75010-0138891, California Connections Academy Monterey Bay, CDS Code 44-75432-0139410**

[cl500_Declaration of Need_CalCA-CalOPS 22-23 revised.pdf](#)

- e. **Approval of Fiscal Control Policy Revision(s) - (attached)**

[CalOPS Fiscal Controls Policy_APPROVED as revised 8-23-22_Redline_For Board Approval 9.15.22.pdf](#)

IX. Information Items

- a. **State Accountability Update – L. Dombek**

- 1. Elementary and Secondary School Emergency Relief (ESSER) III Plans Update
- 2. Williams Act Update

- b. **Legislative Update – F. Sassin**

- c. **Math Placement Annual Report (attached) – L. Dombek**

[CalCA Math Placements 2022 Board Report.docx.pdf](#)

- d. **School Success Partner (SSP) Update – L. Johnson**

- e. **Academic Success Partner (ASP) Update – M. Brown**

- 1. Teacher Professional Development Products and Services for the 2022-2023 School Year (attached)

[Professional Learning and Training 22-23 FINAL.pdf](#)

- f. **Sponsoring District(s) Update – R. Savage**

- x. **Adjournment and Confirmation of the Next Meeting on Tuesday, October 25, 2022 at 3:30 pm PT**
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CONFLICT-OF-INTEREST CODE OF
CALIFORNIA ONLINE PUBLIC SCHOOLS (CalOPS)

Amendment approved December 5, 2019

Amendment proposed September 27, 2022

The Political Reform Act (Government Code § 81000 *et seq.*) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code for the **California Online Public Schools ("CalOPS")**.

Individuals holding designated positions shall file their statements of economic interests with CalOPS which will make the statements available for public inspection and reproduction. (Gov. Code § 81008.) Upon receipt of the statements for the members of the Board of Directors and the ~~Superintendent~~~~Executive Director~~, CalOPS shall make and retain copies and forward the originals to the Fair Political Practices Commission or shall cause these statements to be submitted directly through the electronic filing system of the Fair Political Practices Commission. Statements for all other designated employees shall be retained by CalOPS .

APPENDIX TO
CONFLICT-OF-INTEREST CODE FOR
CalOPS

Designated Employees

Designated Employees	Assigned Disclosure Categories
Members of the Board of Directors	1, 2, 5
Principals	1, 3
Executive Director <u>Superintendent and Deputy Superintendent</u>	1, 2, 5
Directors	1, 2, 5
Legal Counsel (Includes outside consultants)	1, 2, 5
Consultants/New Positions	*

*Consultants and new positions, other than the Legal Counsel, shall be included in the list of designated employees and shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation:

The President may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to comply fully with the disclosure requirements described in this section. Such determination shall include a description of the consultant's or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The President’s determination is a public record and shall be retained for public inspection by CalOPS in the same manner and location as this conflict-of-interest code. Nothing herein excuses any such consultant from any other provision of this conflict-of-interest code.

Note: The position of Legal Counsel is filled by outside consultants but who act in a staff capacity.

APPENDIX TO
CONFLICT-OF-INTEREST CODE FOR
CalOPS

Category 1. Designated positions assigned to this category must report:

- a. Interests in real property within the jurisdiction of the charter school(s) that are used by the charter school(s) or are of the type that could be leased or acquired by the charter school(s) as well as real property within two miles of the property used or the potential site.
- b. Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that engage in the lease, acquisition or disposal of real property or are engaged in building construction or design for school districts or charter schools.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the charter schools(s) or associated corporation.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the designated position's department. For the purposes of this category, a principal's department is his or her entire school and/or grade span.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from a business entity or nonprofit organization, if the source is of the type to receive grants or other funds from or through the charter school(s) or corporation.

Category 5. Designated positions assigned to this category must report:

Investments and business positions in business entities, and income (including receipt of gifts, loans, and travel payments) from sources that during the reporting period filed a claim or have a claim pending before the charter school(s) or corporation.

MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy Central Coast

Report Date

August 31, 2022

Currently Enrolled

122

Total YTD Enrolled

122

Enrollment Services Complete (Stage 4)

126

Enrolled Students by County



California Connections Academy Central Coast

August 31, 2022

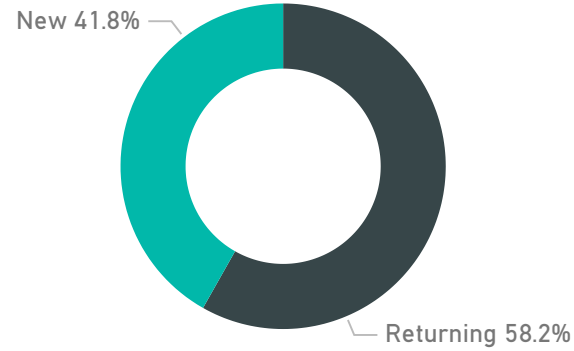
Current Enrollment Month-Over-Month Change

N/A

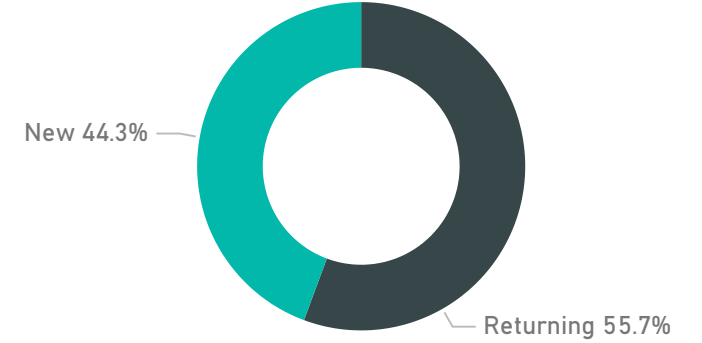
Current Enrollment Year-Over-Year Change

26%

New and Returning

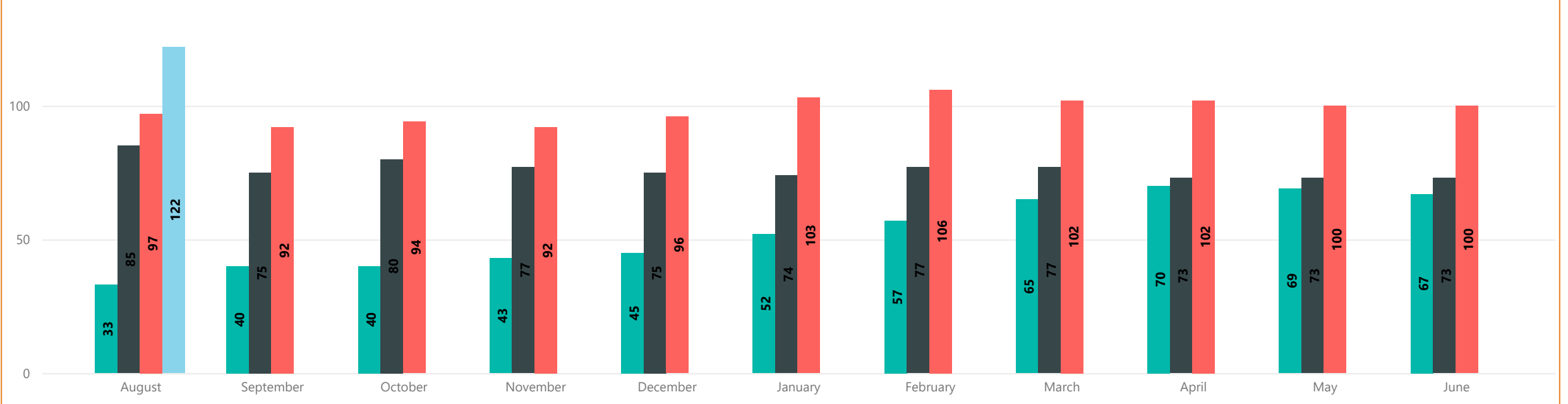


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

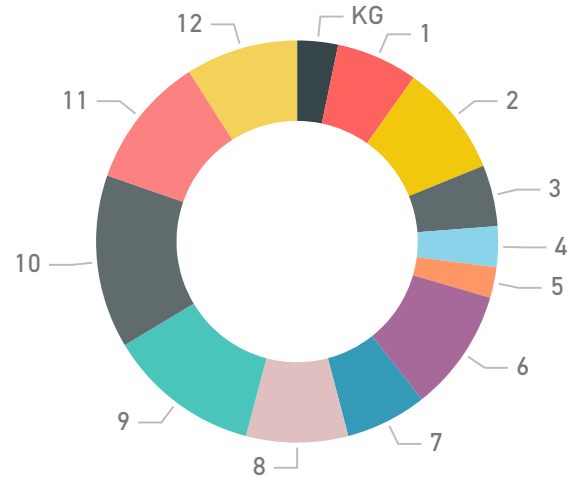
schoolYear ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



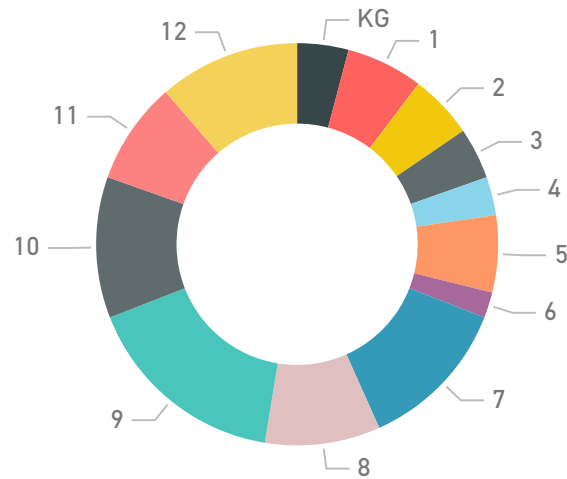
California Connections Academy Central Coast

August 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

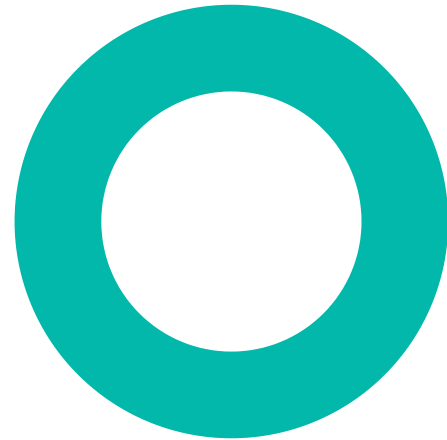


Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	15	15%	18	18%	23	19%
KG	4	4%	4	4%	4	3%
1	6	6%	8	8%	8	7%
2	5	5%	6	6%	11	9%
3-5	13	13%	14	14%	13	11%
3	4	4%	2	2%	6	5%
4	3	3%	5	5%	4	3%
5	6	6%	7	7%	3	2%
6-8	23	24%	29	29%	30	25%
6	2	2%	6	6%	12	10%
7	12	12%	9	9%	8	7%
8	9	9%	14	14%	10	8%
9-12	46	47%	39	39%	56	46%
9	16	16%	13	13%	15	12%
10	11	11%	8	8%	17	14%
11	8	8%	10	10%	13	11%
12	11	11%	8	8%	11	9%
Total	97	100%	100	100%	122	100%

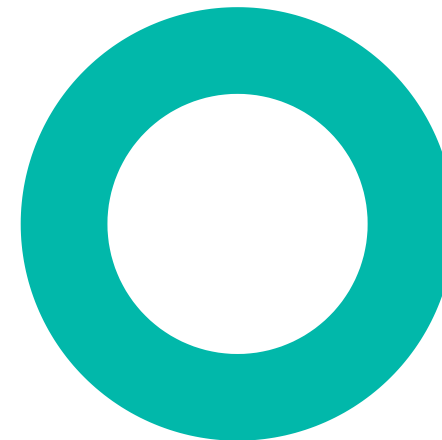
California Connections Academy Central Coast
August 31, 2022

Total YTD Enrollment by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment Prior Year by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	97	100%	100	80%	122	100%
Graduated			2	2%		
Prior To Engagement			9	7%		
Withdrawal During School Year			14	11%		
Total	97	100%	125	100%	122	100%

Enrollment Services Complete (Stage 4)

126

California Connections Academy Central Coast
August 31, 2022

Withdrawal Reason

WD Reason	PriorEOY
Another Reason	2
Different/Better Schooling Option (Not related to socialization)	2
No Reason Given	3
Student wants more socialization	3
The curriculum is too hard	1
We are moving	2
We have chosen to home school	1

California Connections Academy Central Coast

August 31, 2022

Household Data

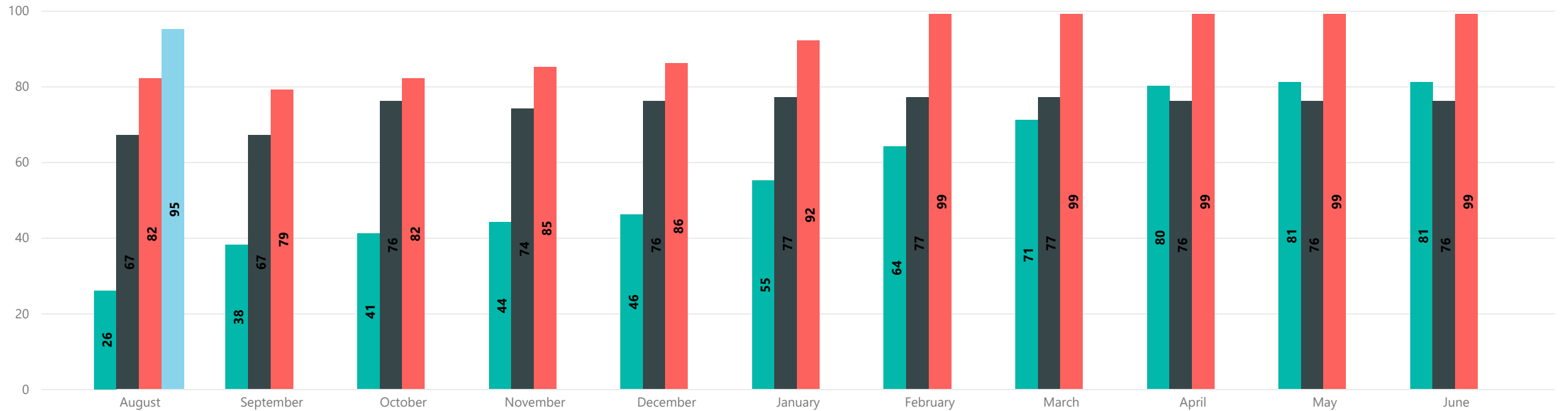
Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	82	77	95
Graduated		2	
WD During School Year		13	
WD Prior To Engagement		8	

Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.18	1.30	1.28

Monthly Total Households

schoolYear ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



California Connections Academy Central Coast

August 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	40	42	56
Not Hispanic or Latino	56	57	65

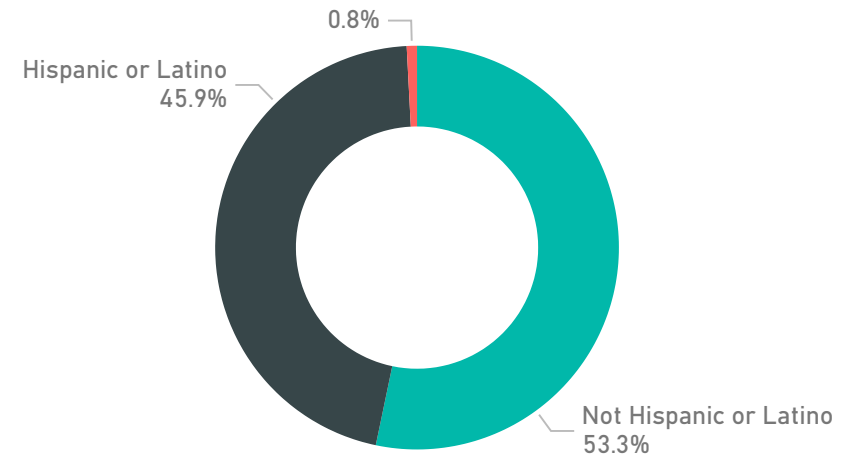
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	8	15	23
Asian	4	5	10
Black/African American	10	14	13
Native Hawaiian or Other Pacific Islander			1
White	85	77	94

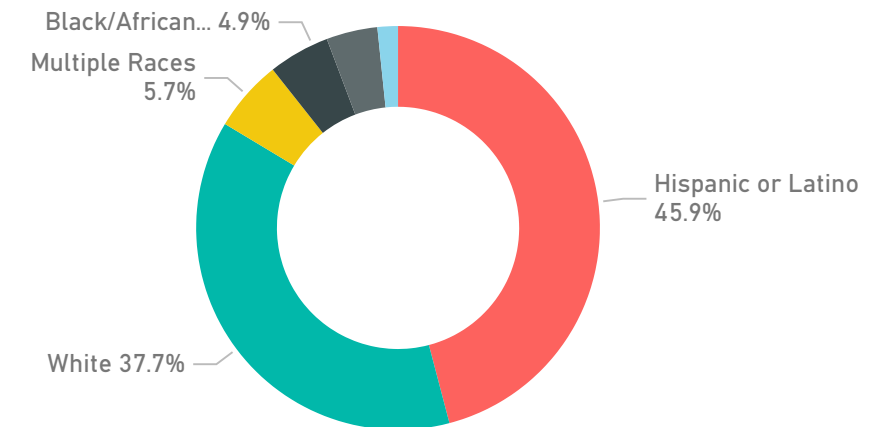
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native			2
Asian	4	5	5
Black/African American	5	8	6
Hispanic or Latino	40	42	56
Multiple Races	3	4	7
White	45	41	46

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Central Coast

August 31, 2022

Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
F	60	60	66
M	37	40	56

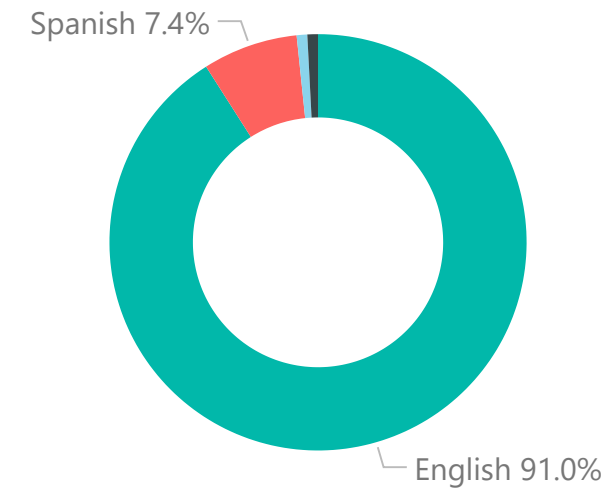
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	91	93	111
Spanish	4	5	9
Russian	1	1	
Another Language			1
No Language Reported	1	1	1

Enrolled Students by Gender



Enrolled Students by Language

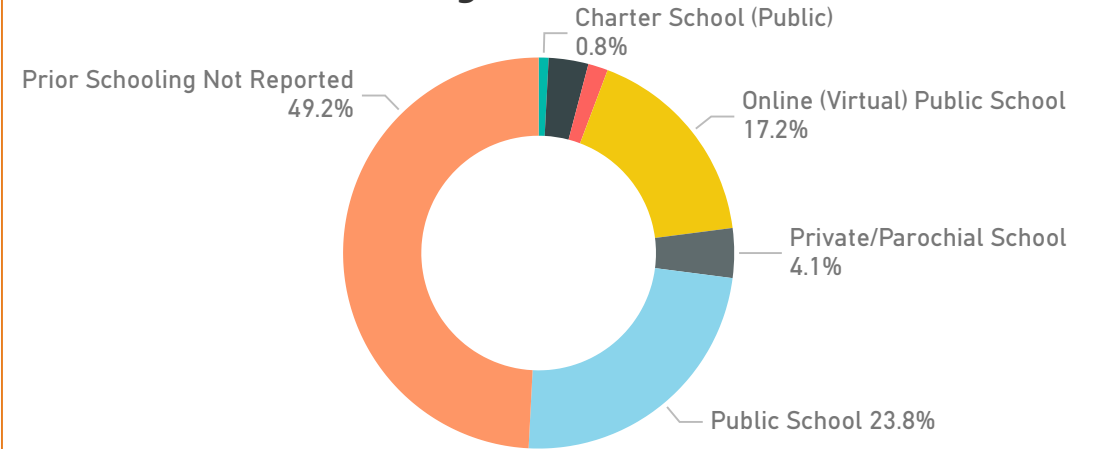


California Connections Academy Central Coast August 31, 2022

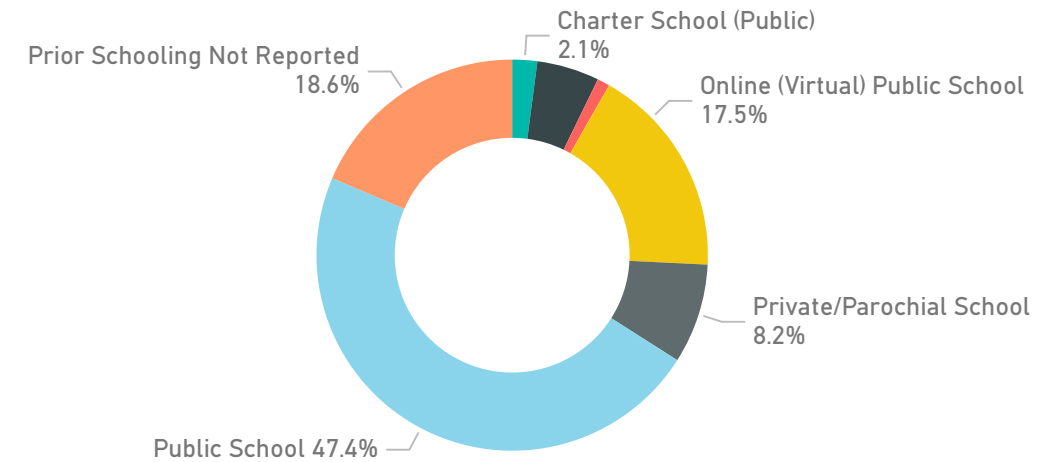
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	2	1	1
Home School	5	5	4
No Prior School	1	2	2
Online (Virtual) Public School	17	28	21
Private/Parochial School	8	6	5
Public School	46	43	29
Prior Schooling Not Reported	18	15	60

Prior Schooling August 31, 2022



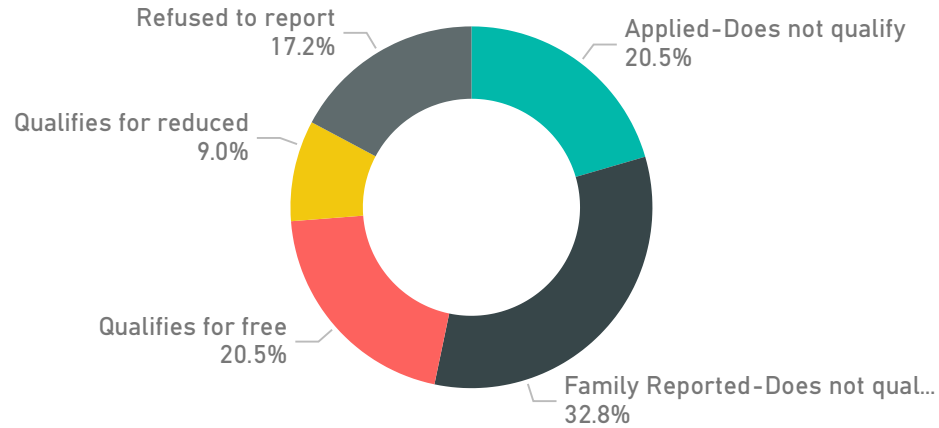
Prior Schooling August 31, 2021



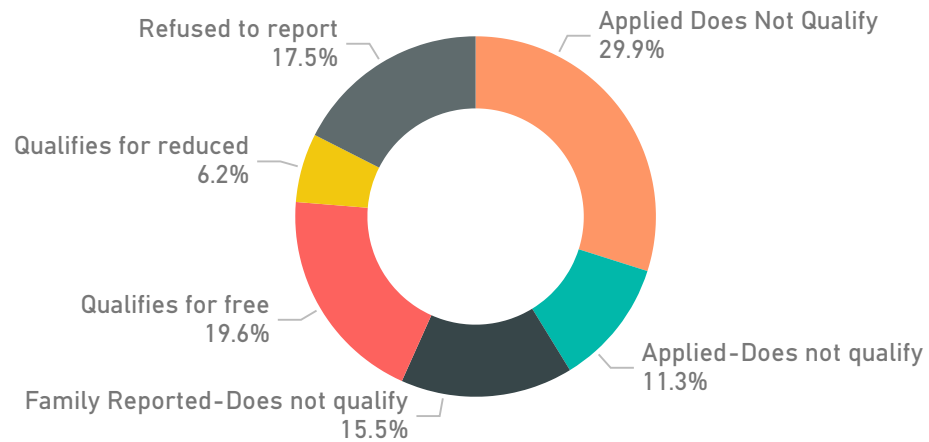
California Connections Academy Central Coast

August 31, 2022

FARM Eligibility August 31, 2022



FARM Eligibility August 31, 2021



Disability

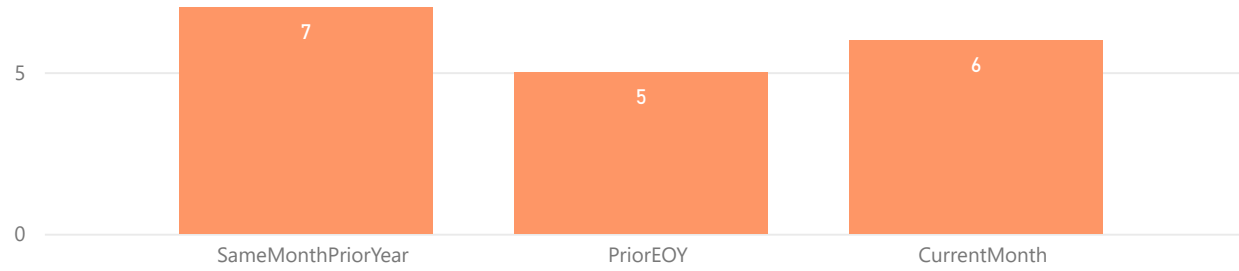
Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	1	2	1
Emotionally Impaired	1	1	
Other Health Impaired		1	1
Specific Learning Disability		1	2
Speech/Language Impaired	2	2	2



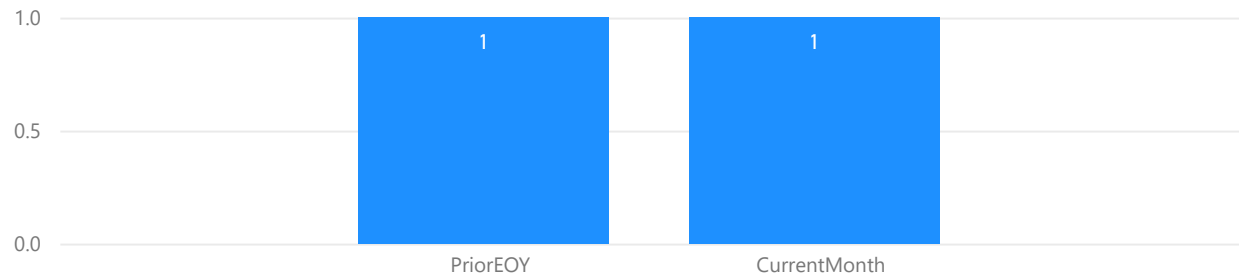
California Connections Academy Central Coast

August 31, 2022

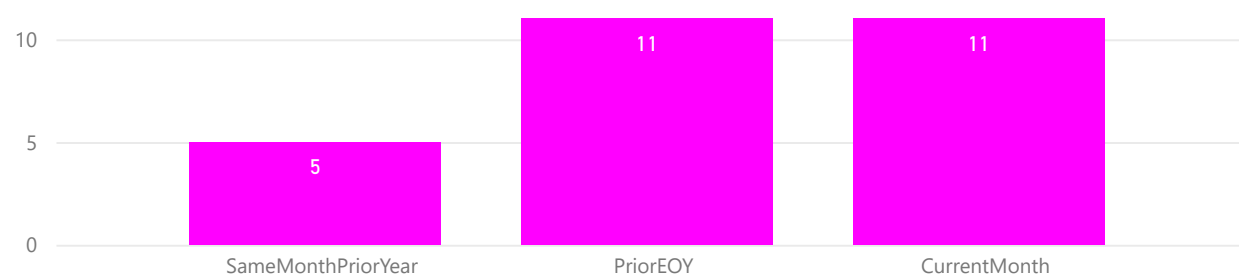
Gifted



Plan504



IEP



Currently Enrolled

122

Gifted

5%

Plan504

1%

IEP

9%

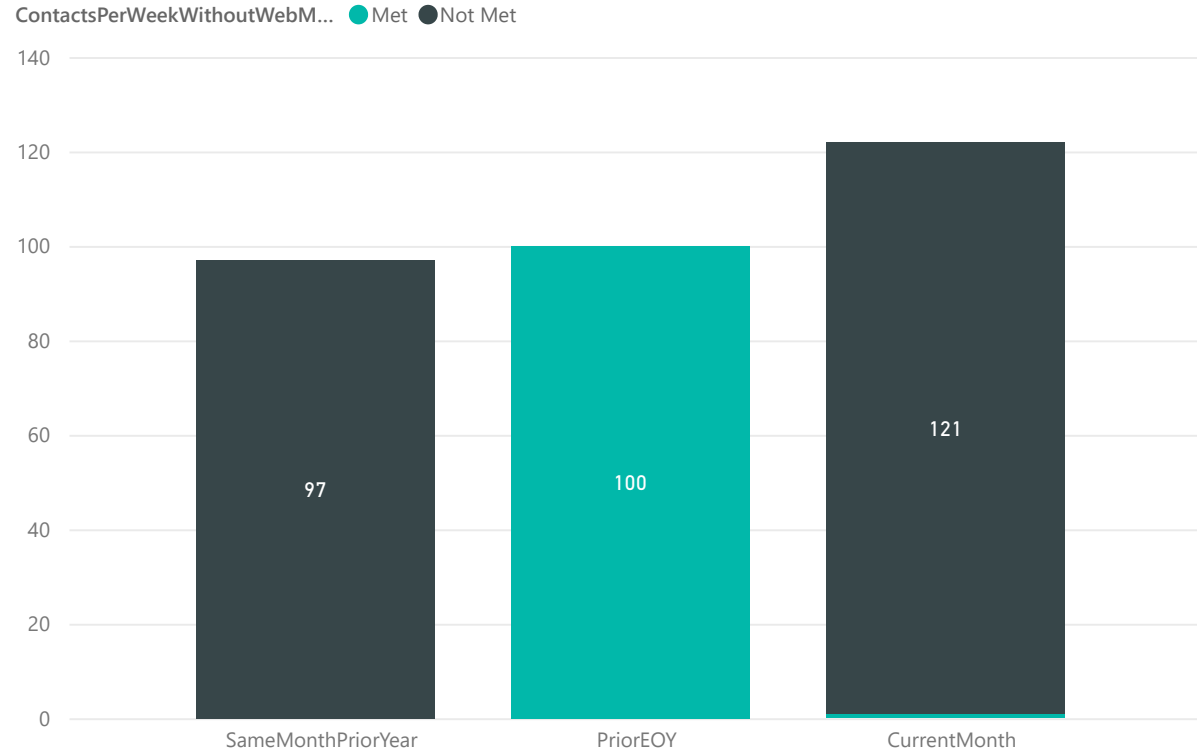
Not in Special Population

85%

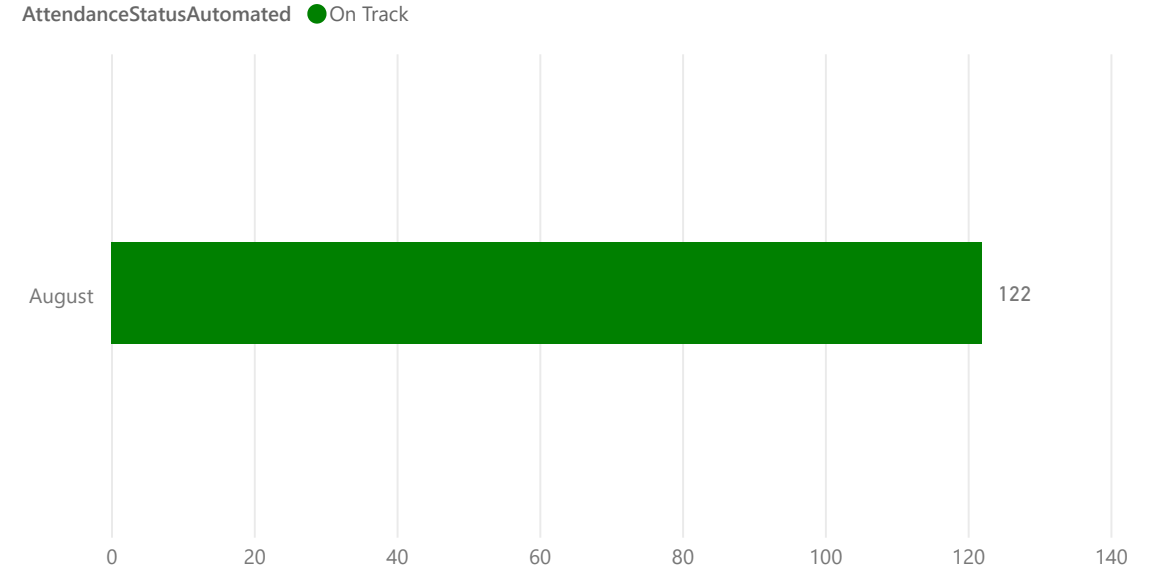
California Connections Academy Central Coast

August 31, 2022

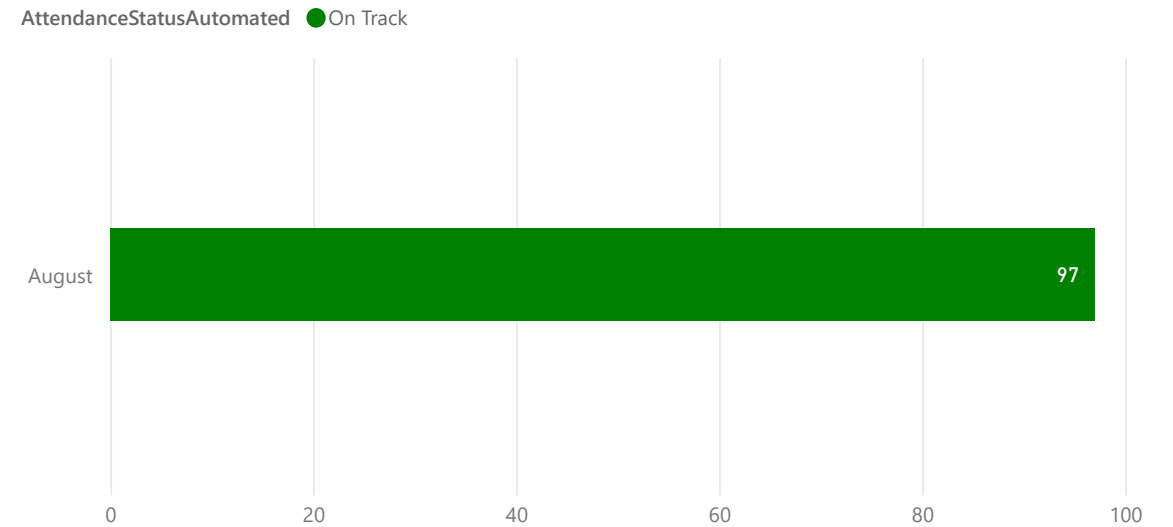
Contacts Per Week



School Year: 2022-2023



School Year: 2021-2022



Currently Enrolled

122

California Connections Academy Central Coast

August 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	94%	100%
3-5	100%	93%	100%
6-8	100%	89%	100%
9-12	100%	97%	100%
Total	100%	94%	100%

Average Performance

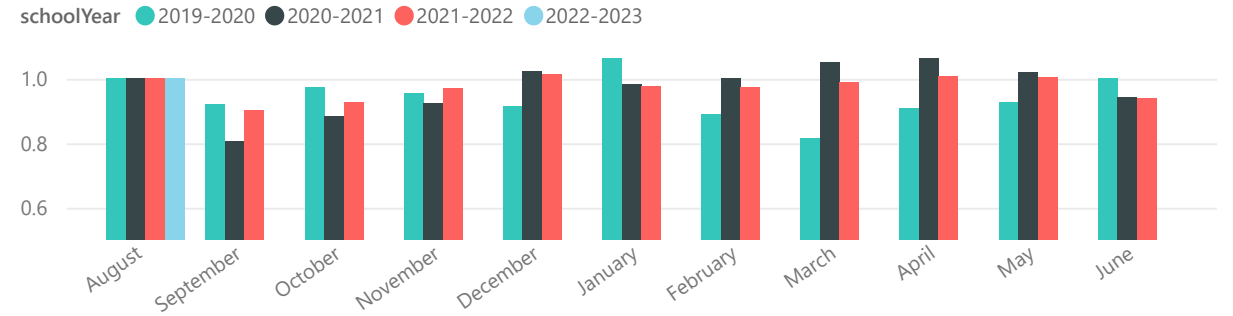
GradeDistribution

Total

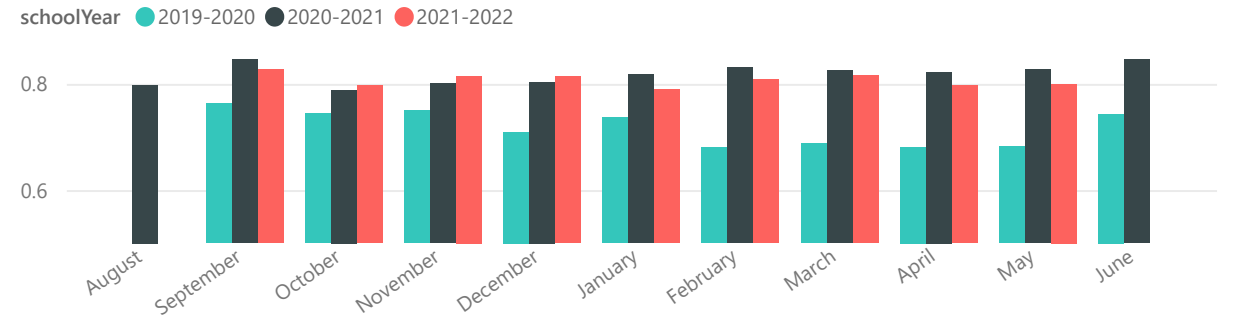
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	98%	100%
3-5	100%	94%	100%
6-8	100%	97%	100%
9-12	100%	94%	100%
Total	100%	96%	100%

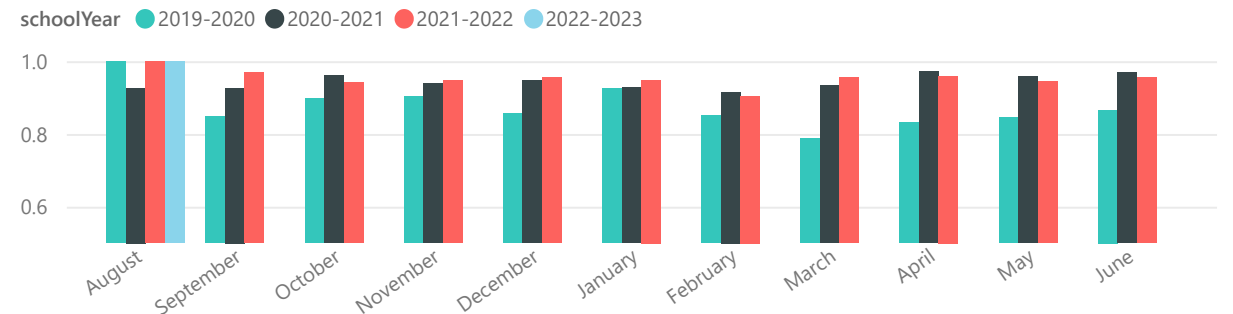
Average Total Participation



Average Total Performance



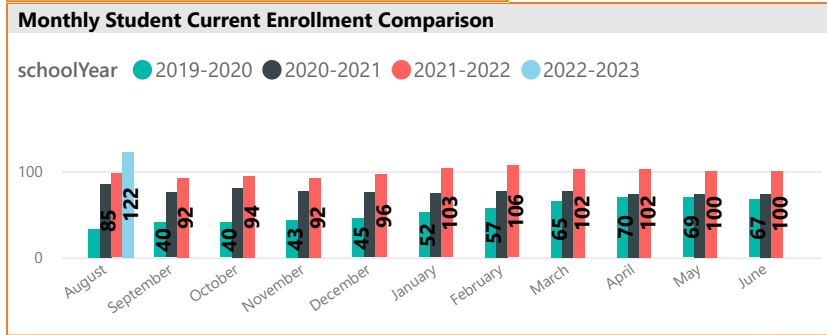
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
122	122
Enrollment Services Complete (Stage 4)	
126	

California Connections Academy Central Coast
August 31, 2022

Current Enrollment Month-Over-Month Change
N/A
Current Enrollment Year-Over-Year Change
26%



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear	CurrentMonth
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	97	100%
Total	97	100%

New & Returning

ReportPeriod	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students
New	43	44.33%
Returning	54	55.67%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	82	95

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.18	1.28

Grade Distribution

ReportPeriod	SameMonthPriorYear	CurrentMonth
GradeDistribution	Students	%CT Students
PK-2	15	15%
KG	4	4%
1	6	6%
2	5	5%
3-5	13	13%
3	4	4%
4	3	3%
5	6	6%
6-8	23	24%
6	2	2%
7	12	12%
8	9	9%
9-12	46	47%
9	16	16%
10	11	11%
11	8	8%
12	11	11%
Total	97	100%

Withdrawal Reason

Withdrawal Reason

California Connections Academy Central Coast
August 31, 2022

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	60	66
M	37	56

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	91	111
Spanish	4	9
Russian	1	
Another Language		1
No Language Reported	1	1

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	1	1
Emotionally Impaired	1	
Other Health Impaired		1
Specific Learning Disability		2
Speech/Language Impaired	2	2

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	7	6

Plan 504	
Plan504	CurrentMonth
504	1

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	5	11

Gifted	Plan504
5%	1%
IEP	Not in Special Population
9%	85%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	40	56
Not Hispanic or Latino	56	65

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	8	23
Asian	4	10
Black/African American	10	13
Native Hawaiian or Other Pacific Islander		1
White	85	94

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	29	
Applied-Does not qualify	11	23
Family Reported-Does not qualify	14	40
Qualifies for free	18	22
Qualifies for reduced	5	11
Refused to report	16	20

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native		2
Asian	4	5
Black/African American	5	6
Hispanic or Latino	40	56
Multiple Races	3	7
White	45	46

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	2	1
Home School	5	4
No Prior School	1	2
Online (Virtual) Public School	17	21
Private/Parochial School	8	5
Public School	46	29
Prior Schooling Not Reported	18	60

California Connections Academy Central Coast
August 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail SameMonthPriorYear CurrentMonth

Met		1
Not Met	97	121

Attendance Status

AttendanceStatusAutomated SameMonthPriorYear CurrentMonth

On Track	97	122
----------	----	-----

Average Participation

GradeDistribution SameMonthPriorYear CurrentMonth

PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

Average Performance

GradeDistribution

Total

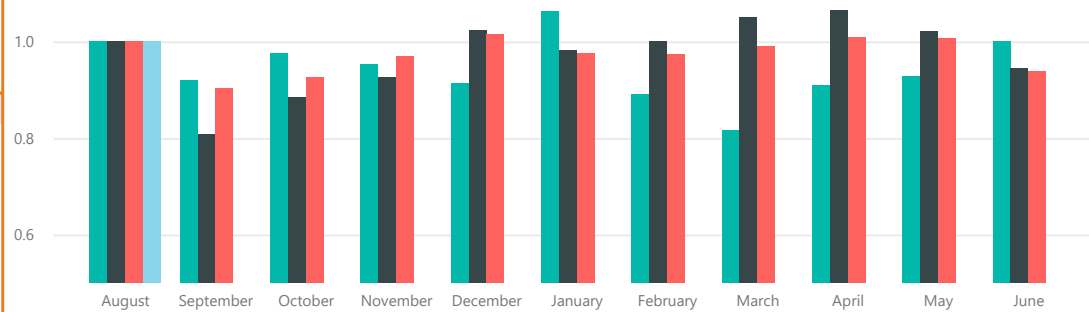
Average Attendance

GradeDistribution SameMonthPriorYear CurrentMonth

PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

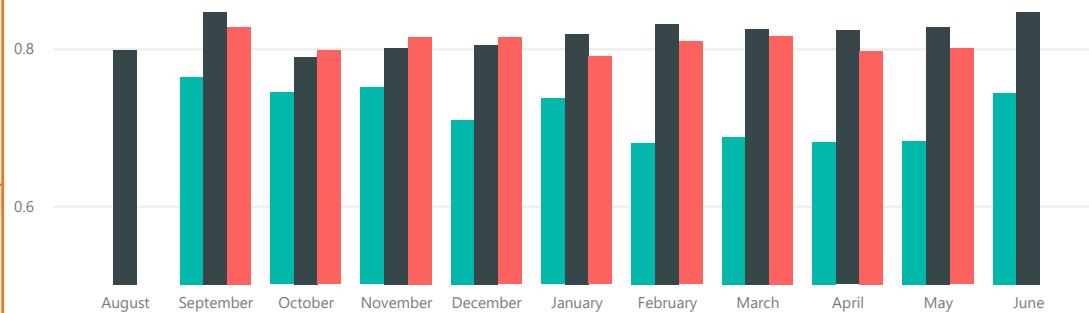
Average Total Participation

schoolYear ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



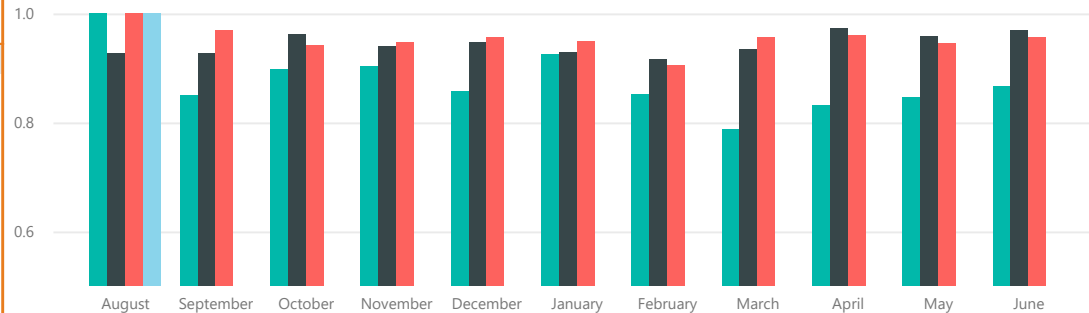
Average Total Performance

schoolYear ● 2019-2020 ● 2020-2021 ● 2021-2022



Average Total Attendance

schoolYear ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy Central Valley

Report Date

August 31, 2022

Currently Enrolled

718

Total YTD Enrolled

718

Enrollment Services Complete (Stage 4)

742

Enrolled Students by County



California Connections Academy Central Valley

August 31, 2022

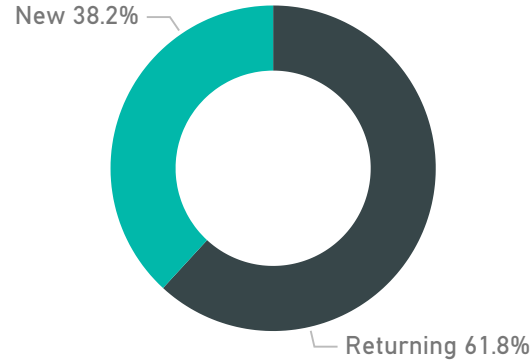
Current Enrollment Month-Over-Month Change

N/A

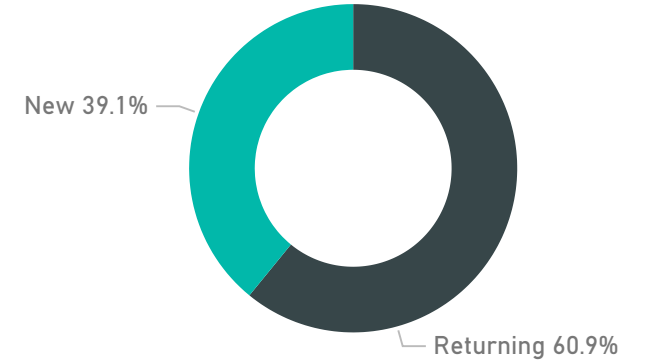
Current Enrollment Year-Over-Year Change

8%

New and Returning

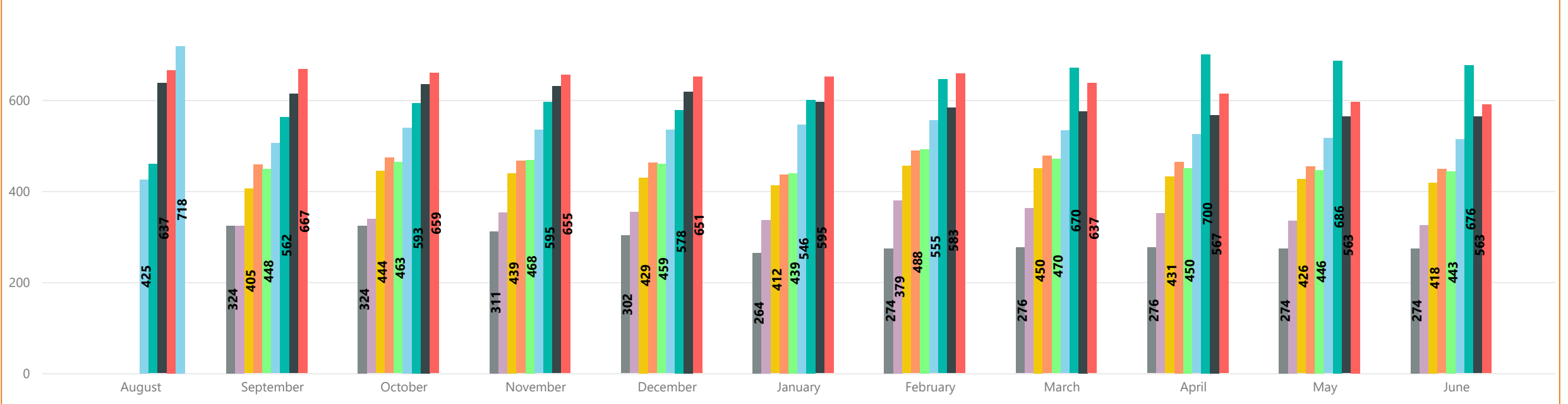


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

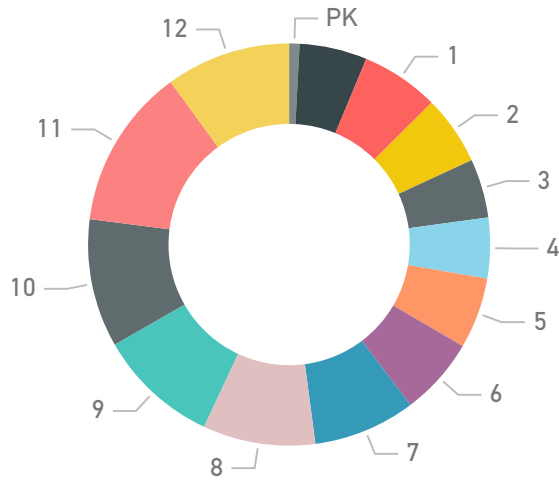
schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



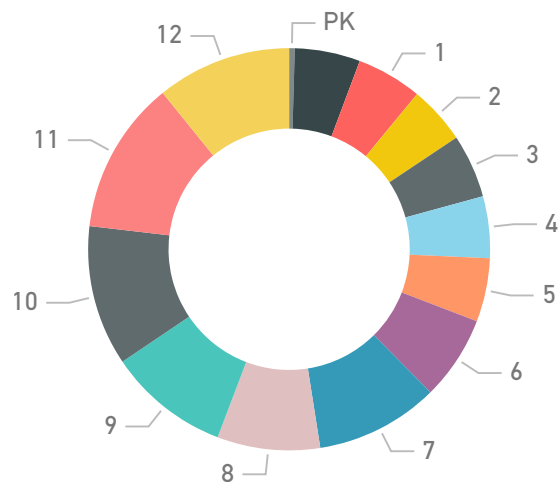
California Connections Academy Central Valley

August 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



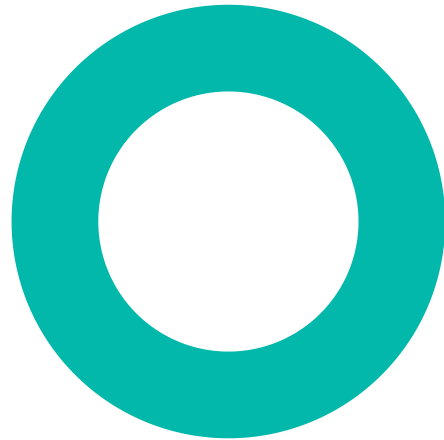
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	104	16%	101	17%	130	18%
PK	3	0%	4	1%	6	1%
KG	35	5%	32	5%	39	5%
1	35	5%	36	6%	45	6%
2	31	5%	29	5%	40	6%
3-5	101	15%	96	16%	110	15%
3	34	5%	32	5%	34	5%
4	33	5%	30	5%	35	5%
5	34	5%	34	6%	41	6%
6-8	166	25%	143	24%	169	24%
6	45	7%	41	7%	45	6%
7	66	10%	57	10%	59	8%
8	55	8%	45	8%	65	9%
9-12	294	44%	250	42%	309	43%
9	65	10%	66	11%	70	10%
10	75	11%	66	11%	74	10%
11	82	12%	71	12%	93	13%
12	72	11%	47	8%	72	10%
Total	665	100%	590	100%	718	100%

California Connections Academy Central Valley

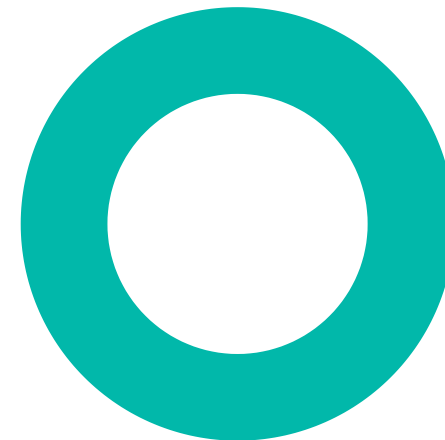
August 31, 2022

Total YTD Enrollment by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment Prior Year by Withdrawal Category



Enrolled, Not Grad 100.0%

Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	665	100%	590	75%	718	100%
Graduated			20	3%		
Prior To Engagement			45	6%		
Withdrawal During School Year			136	17%		
Total	665	100%	791	100%	718	100%

Enrollment Services Complete (Stage 4)

742

California Connections Academy Central Valley
August 31, 2022

Withdrawal Reason

WD Reason	PriorEOY
	7
Another Reason	5
Different/Better Schooling Option (Not related to socialization)	6
Generally dissatisfied with curriculum/course options	4
Inactivity	27
No longer able to provide a Learning Coach	1
No Reason Given	32
Program not flexible enough	2
Program takes too much of student's time	2
Pursuing GED	1
Student wants more socialization	21
The curriculum is too hard	11
Transition to virtual school too difficult	1
We are moving	10
We have chosen to home school	6

California Connections Academy Central Valley

August 31, 2022

Household Data

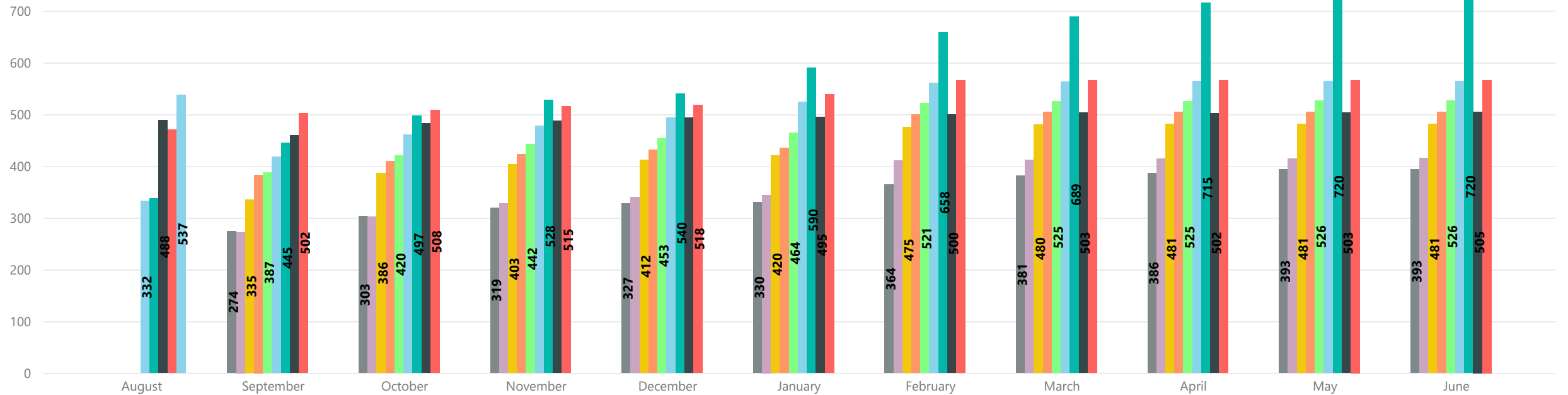
Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	470	434	537
Graduated		20	
WD During School Year		102	
WD Prior To Engagement		42	

Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.41	1.36	1.34

Monthly Total Households

schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



California Connections Academy Central Valley

August 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	346	306	383
Not Hispanic or Latino	318	284	335

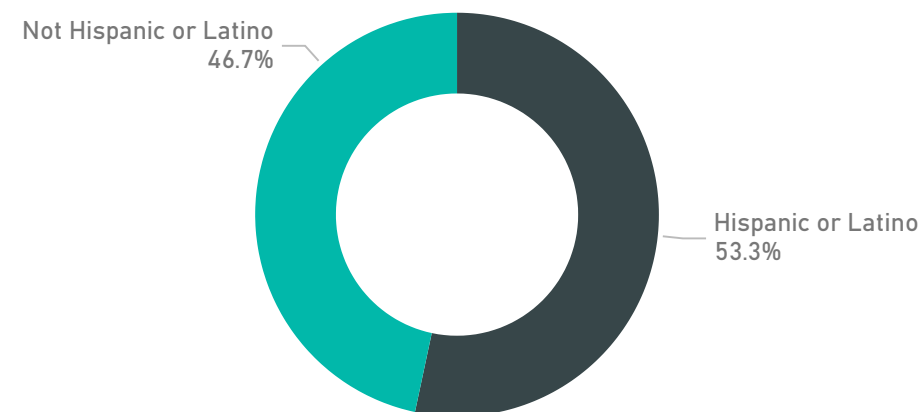
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	67	70	73
Asian	39	37	53
Black/African American	96	77	83
Native Hawaiian or Other Pacific Islander	9	10	12
White	537	474	575

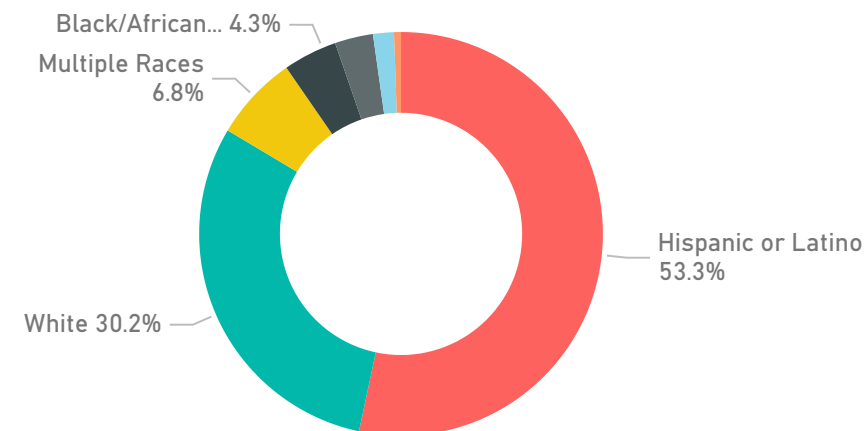
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	5	6	12
Asian	16	18	22
Black/African American	34	22	31
Hispanic or Latino	346	306	383
Multiple Races	47	44	49
Native Hawaiian or Other Pacific Islander	1	2	4
White	216	192	217

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Central Valley

August 31, 2022

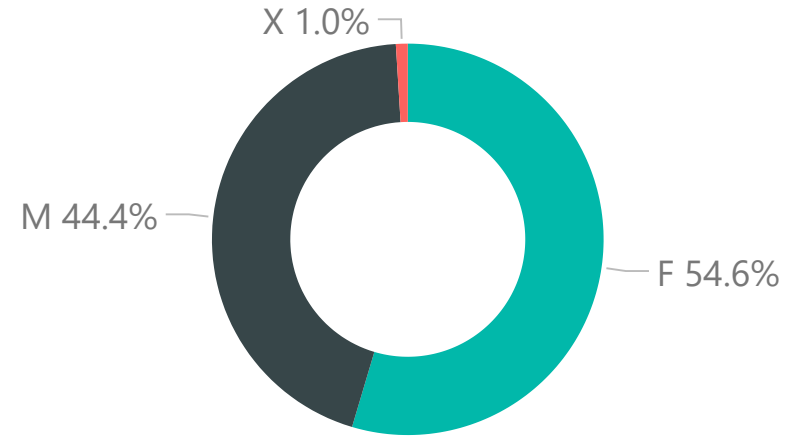
Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
	1		
F	356	328	392
M	306	260	319
Nonbinary	1		
X	1	2	7

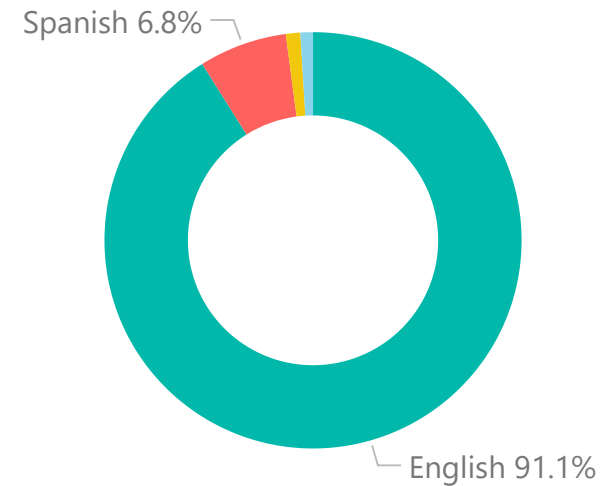
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	602	534	654
Spanish	50	42	49
Arabic	7	9	8
Another Language	4	5	7
No Language Reported	2		

Enrolled Students by Gender



Enrolled Students by Language

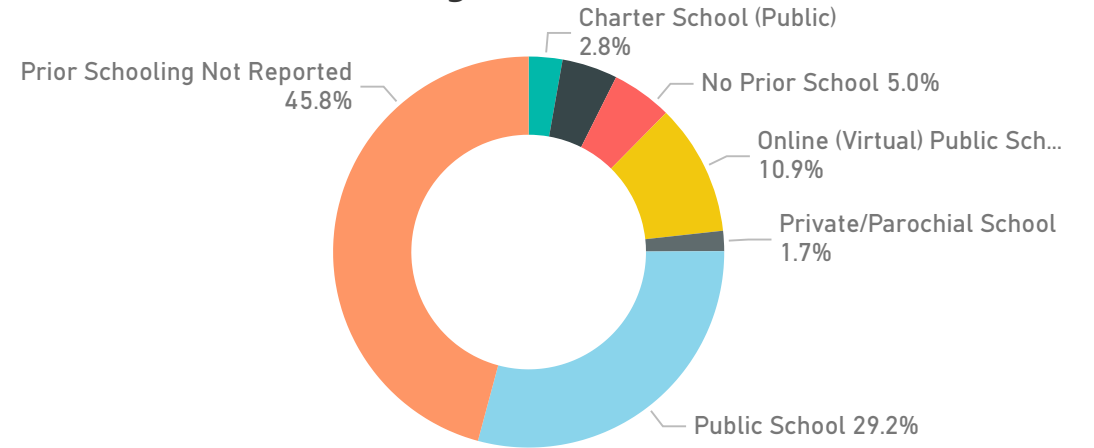


California Connections Academy Central Valley August 31, 2022

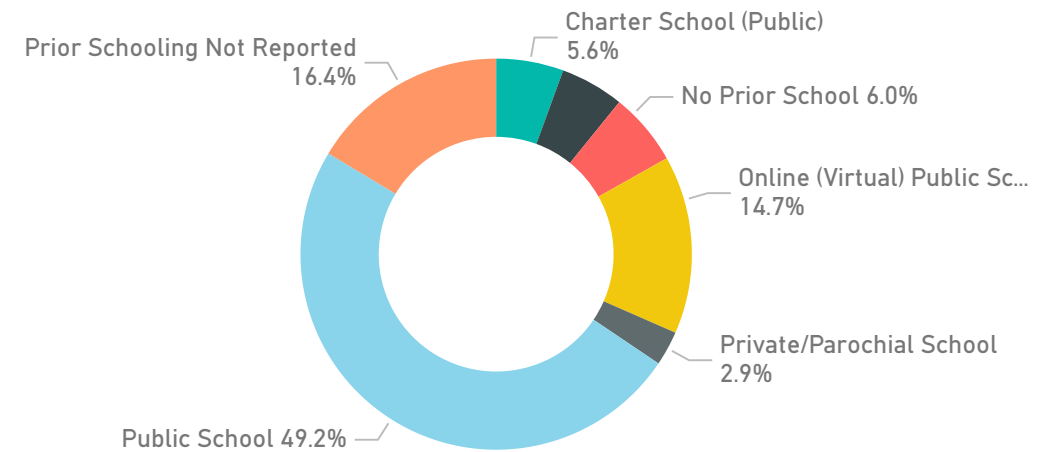
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	37	31	20
Home School	35	37	33
No Prior School	40	38	36
Online (Virtual) Public School	98	99	78
Private/Parochial School	19	16	12
Public School	327	287	210
Prior Schooling Not Reported	109	82	329

Prior Schooling August 31, 2022



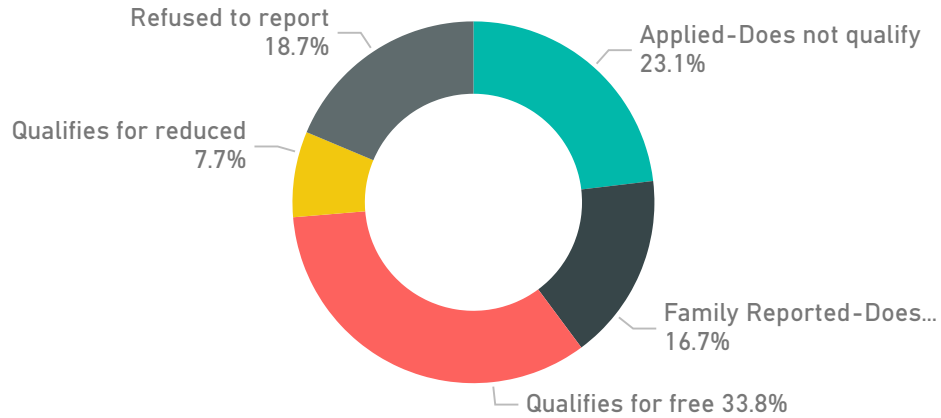
Prior Schooling August 31, 2021



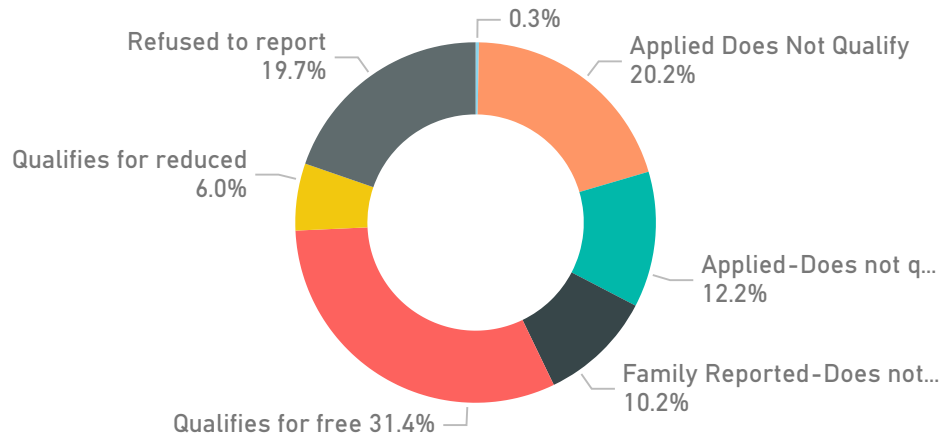
California Connections Academy Central Valley

August 31, 2022

FARM Eligibility August 31, 2022

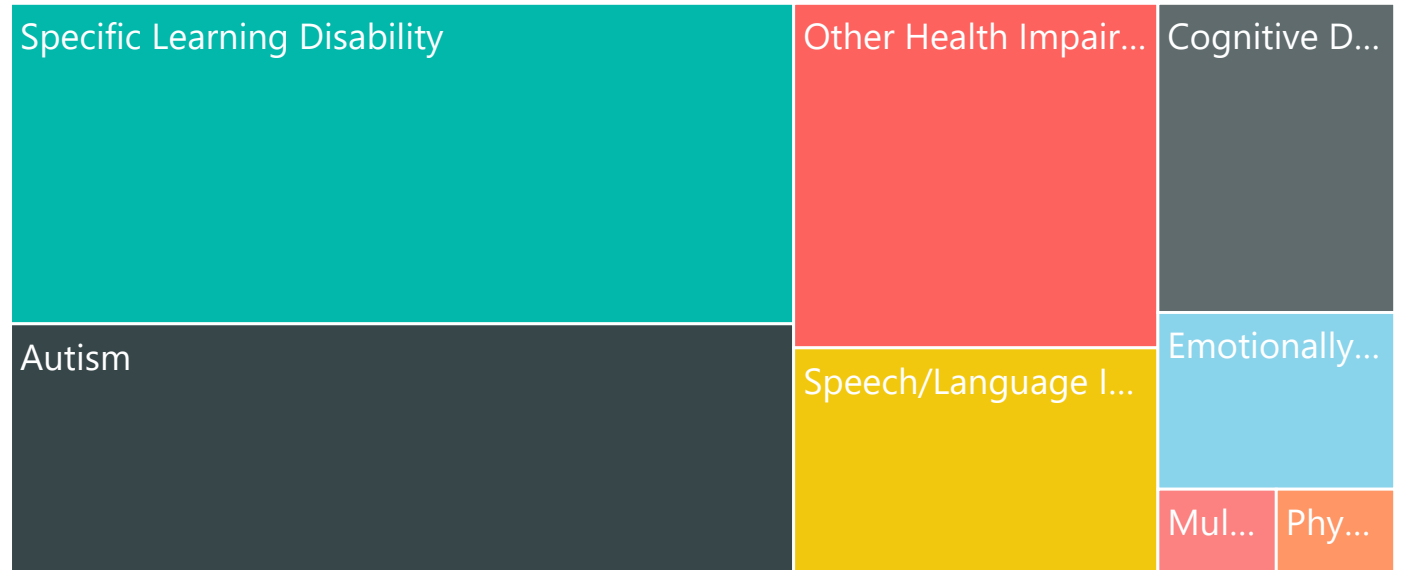


FARM Eligibility August 31, 2021



Disability

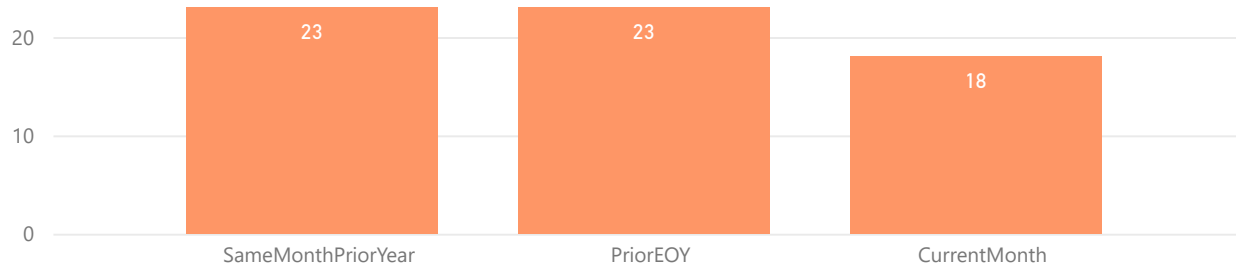
Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	18	18	19
Cognitive Disability	5	7	7
Emotionally Impaired	7	6	4
Multiple Disabilities			1
Other Health Impaired	14	13	12
Physical Disability			1
Specific Learning Disability	21	22	24
Speech/Language Impaired	13	10	8



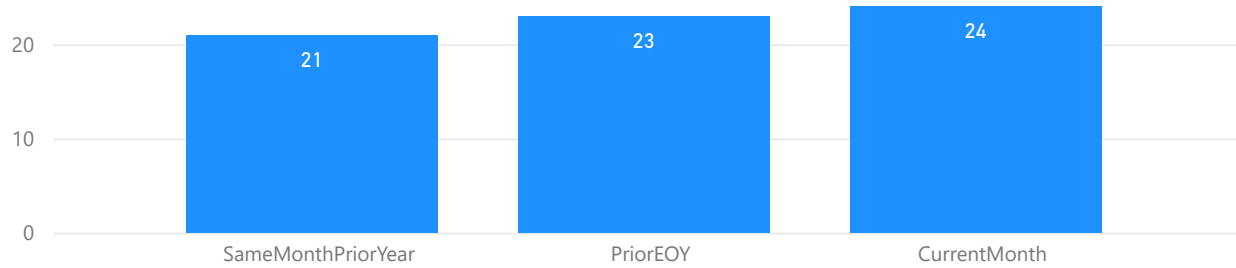
California Connections Academy Central Valley

August 31, 2022

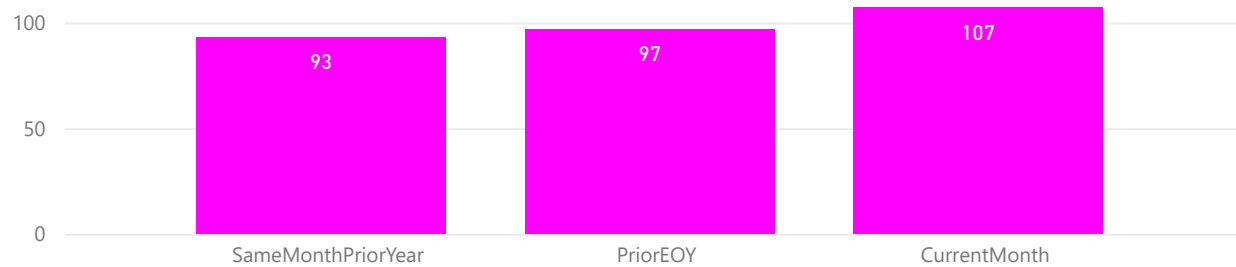
Gifted



Plan504



IEP



Currently Enrolled

718

Gifted

3%

Plan504

3%

IEP

15%

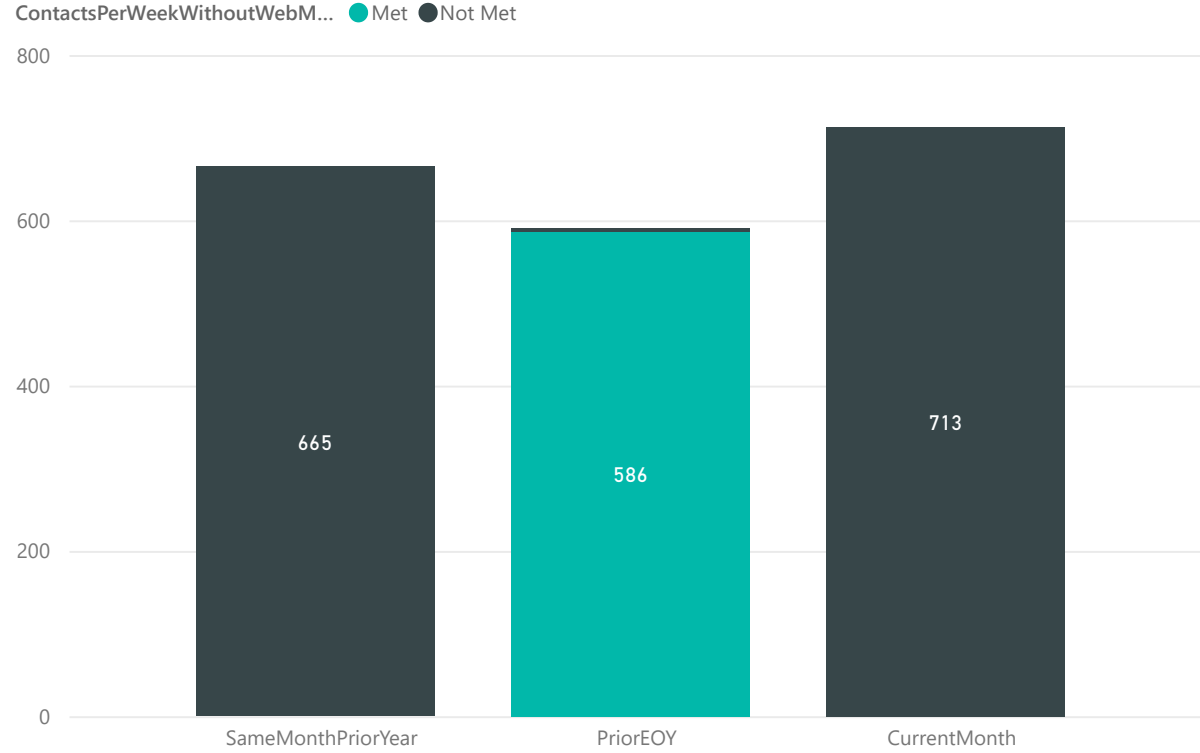
Not in Special Population

79%

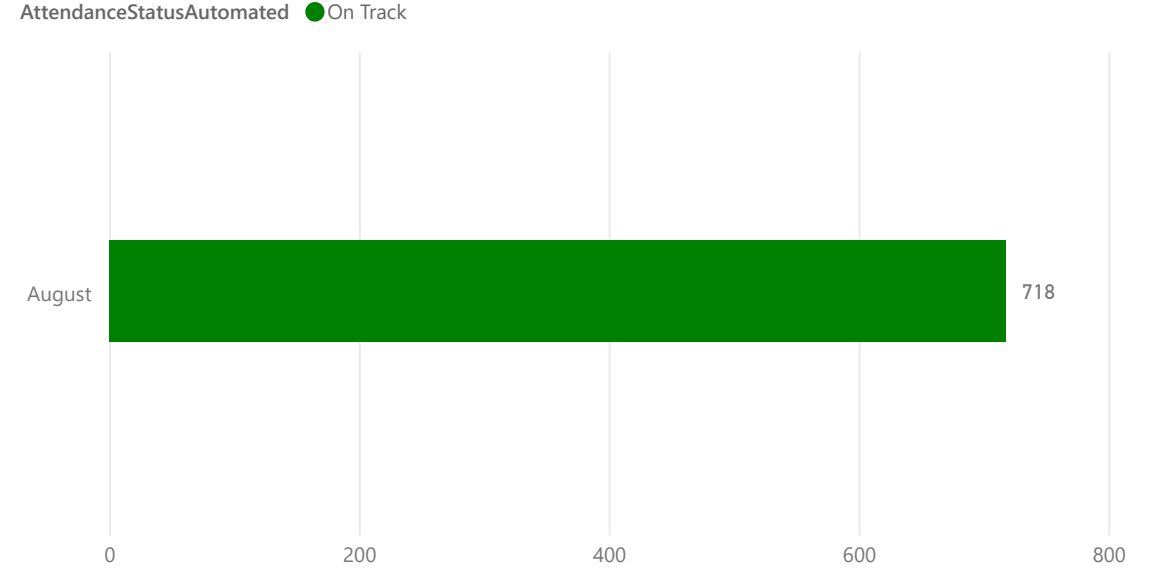
California Connections Academy Central Valley

August 31, 2022

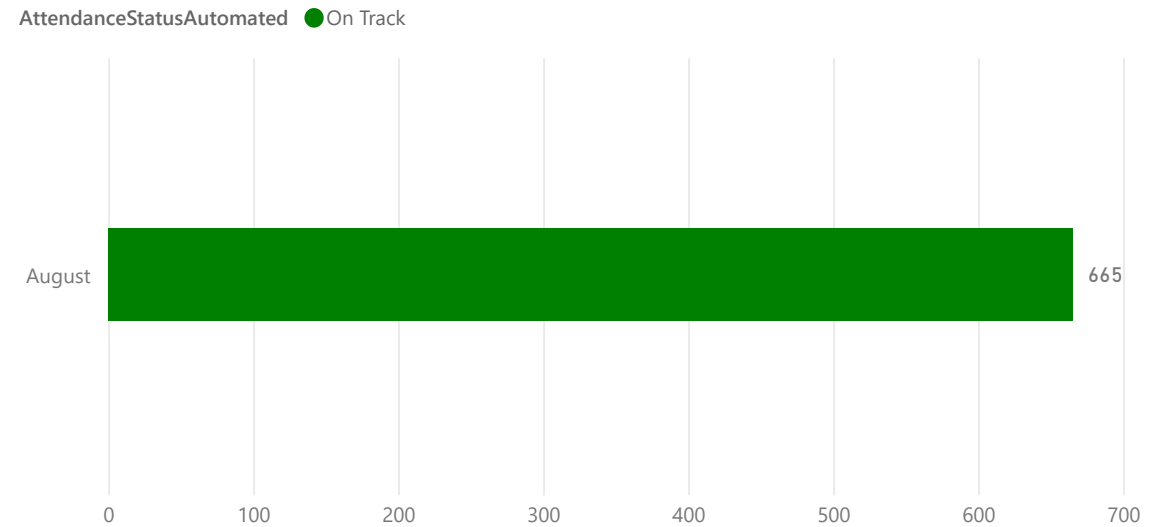
Contacts Per Week



School Year: 2022-2023



School Year: 2021-2022



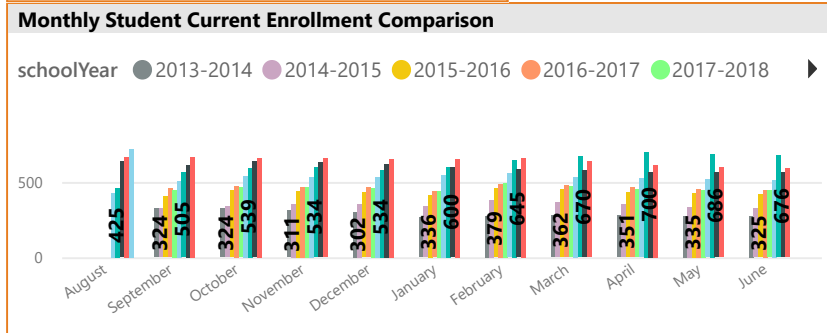
Currently Enrolled

718

Currently Enrolled	Total YTD Enrolled
718	718
Enrollment Services Complete (Stage 4)	
742	

California Connections Academy Central Valley
August 31, 2022

Current Enrollment Month-Over-Month Change
N/A
Current Enrollment Year-Over-Year Change
8%



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear	CurrentMonth
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	665	100%
Total	665	100%

ReportPeriod	SameMonthPriorYear	CurrentMonth
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	718	100%
Total	718	100%

New & Returning

ReportPeriod	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students
New	260	39.10%
Returning	405	60.90%

ReportPeriod	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students
New	274	38.16%
Returning	444	61.84%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	470	537

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.41	1.34

Grade Distribution

ReportPeriod	SameMonthPriorYear	CurrentMonth
GradeDistribution	Students	%CT Students
PK-2	104	16%
PK	3	0%
KG	35	5%
1	35	5%
2	31	5%
3-5	101	15%
3	34	5%
4	33	5%
5	34	5%
6-8	166	25%
6	45	7%
7	66	10%
8	55	8%
9-12	294	44%
9	65	10%
10	75	11%
11	54	8%
Total	665	100%

Withdrawal Reason

Withdrawal Reason ▲

California Connections Academy Central Valley
August 31, 2022

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	
F	356	392
M	306	319
Nonbinary	1	
X	1	7

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	602	654
Spanish	50	49
Arabic	7	8
Another Language	4	7
No Language Reported	2	

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	18	19
Cognitive Disability	5	7
Emotionally Impaired	7	4
Multiple Disabilities		1
Other Health Impaired	14	12
Physical Disability		1
Specific Learning Disability	21	24
Speech/Language Impaired	13	8

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	23	18

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	21	24

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	93	107

Gifted	Plan504
3%	3%
IEP	Not in Special Population
15%	79%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	346	383
Not Hispanic or Latino	318	335

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	5	12
Asian	16	22
Black/African American	34	31
Hispanic or Latino	346	383
Multiple Races	47	49
Native Hawaiian or Other Pacific Islander	1	4
White	216	217

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	67	73
Asian	39	53
Black/African American	96	83
Native Hawaiian or Other Pacific Islander	9	12
White	537	575

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	37	20
Home School	35	33
No Prior School	40	36
Online (Virtual) Public School	98	78
Private/Parochial School	19	12
Public School	327	210
Prior Schooling Not Reported	109	329

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	133	
Applied-Does not qualify	63	150
Family Reported-Does not qualify	58	107
Qualifies for free	176	218
Qualifies for reduced	35	48
Refused to report	120	119

California Connections Academy Central Valley
August 31, 2022

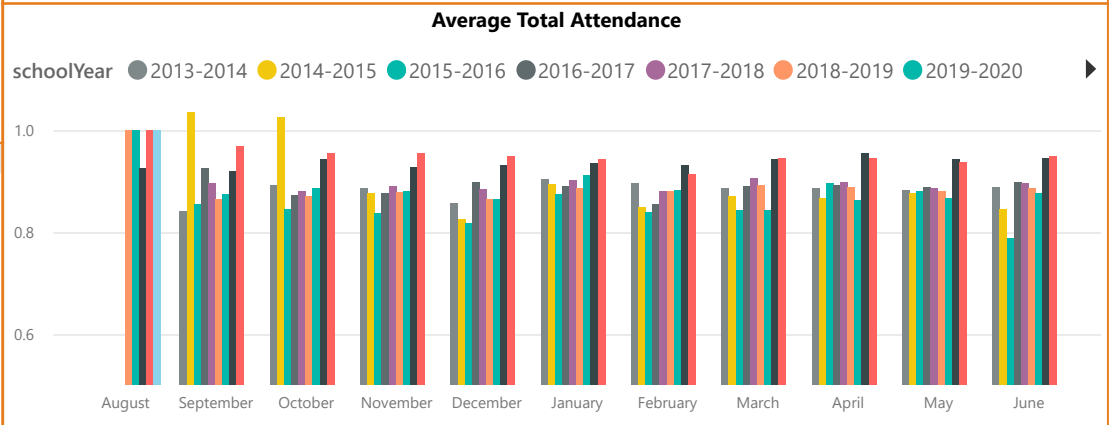
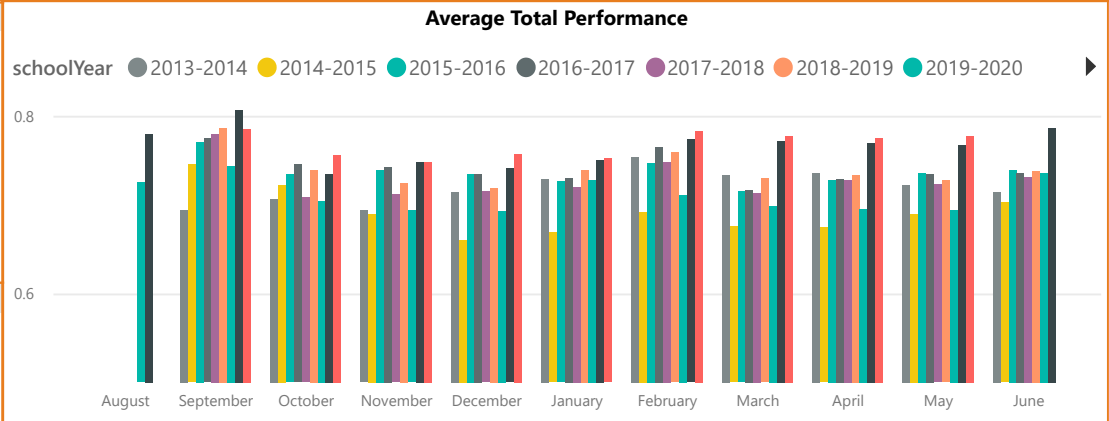
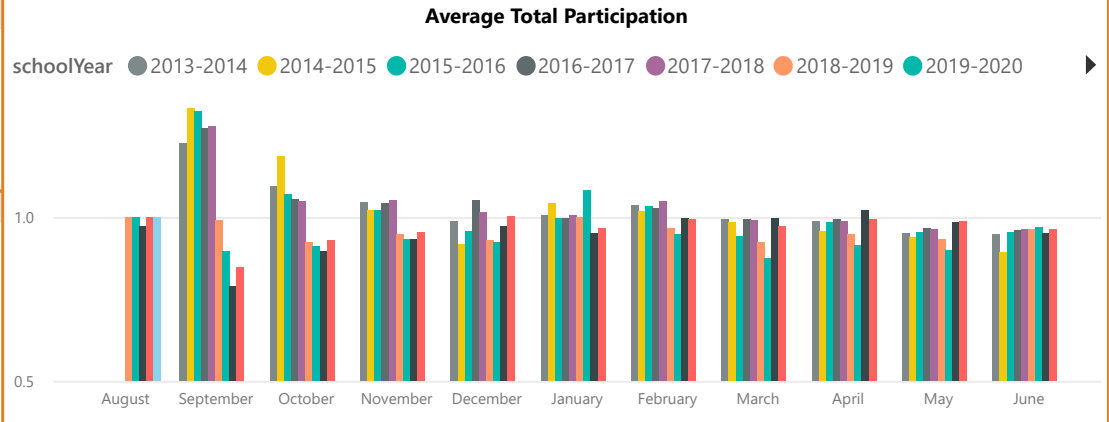
Contacts Per Week		
ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Not Met	665	713

Attendance Status		
AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	665	718

Average Participation		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

Average Performance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
Total		

Average Attendance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy Monterey Bay

Report Date

August 31, 2022

Currently Enrolled

466

Total YTD Enrolled

468

Enrollment Services Complete (Stage 4)

520

Enrolled Students by County



California Connections Academy Monterey Bay

August 31, 2022

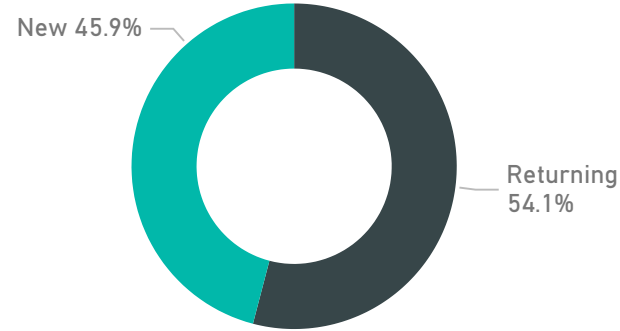
Current Enrollment Month-Over-Month Change

N/A

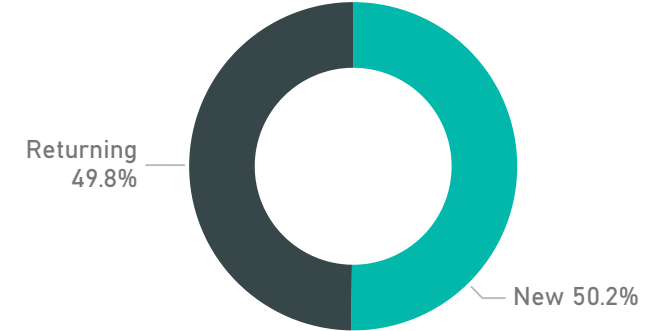
Current Enrollment Year-Over-Year Change

-5%

New and Returning

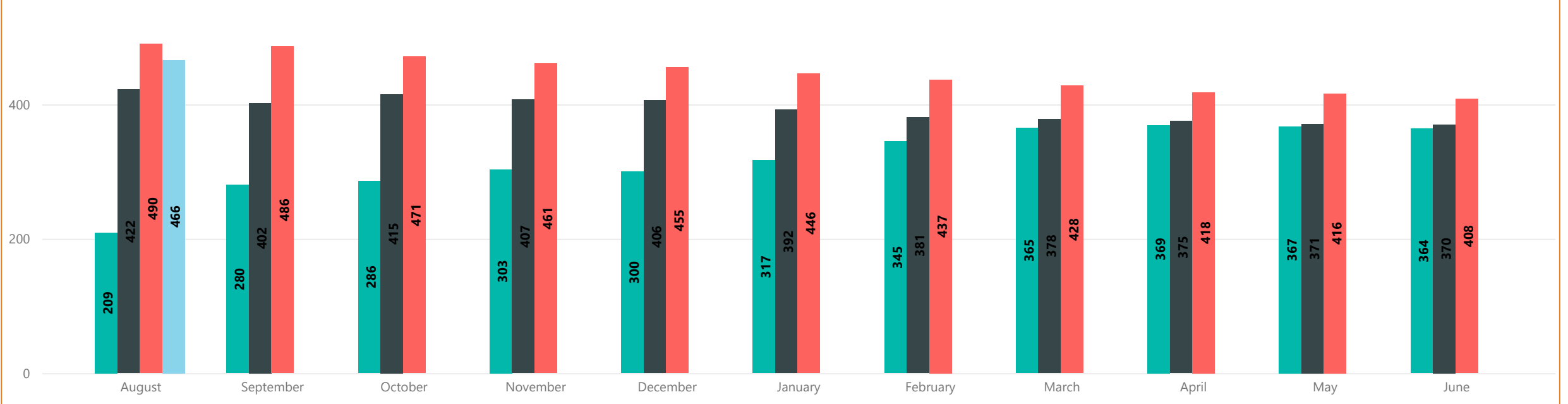


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

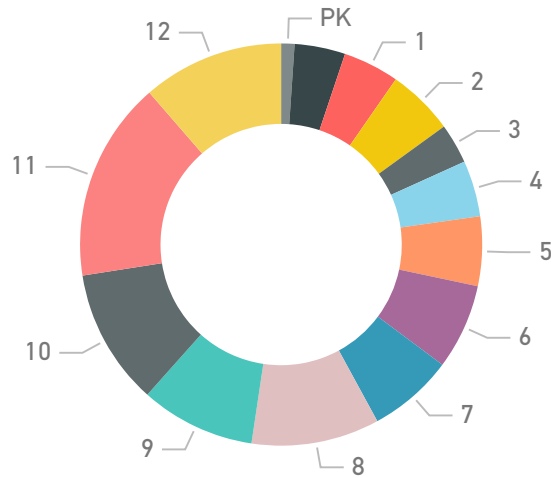
schoolYear ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



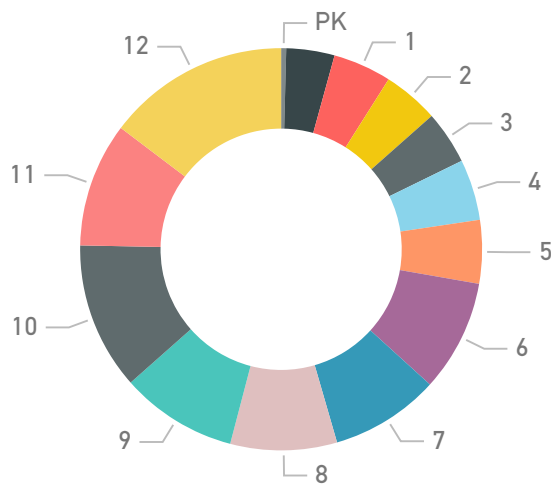
California Connections Academy Monterey Bay

August 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

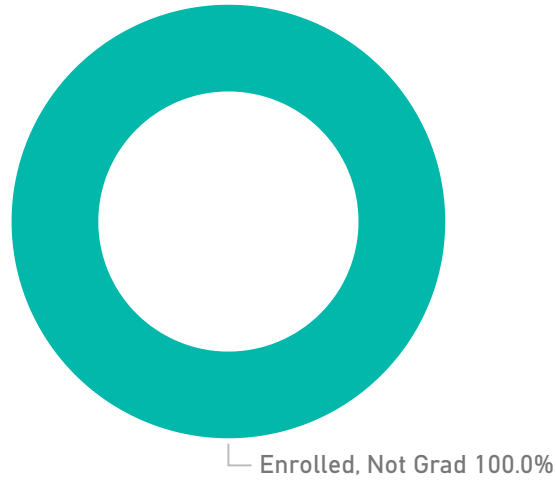


Grade Distribution

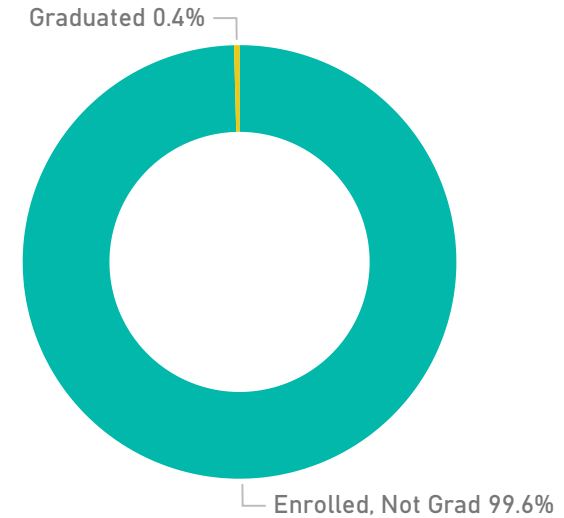
ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	66	13%	49	12%	70	15%
PK	2	0%	1	0%	5	1%
KG	19	4%	15	4%	19	4%
1	23	5%	20	5%	21	5%
2	22	4%	13	3%	25	5%
3-5	70	14%	65	16%	62	13%
3	21	4%	17	4%	15	3%
4	24	5%	21	5%	21	5%
5	25	5%	27	7%	26	6%
6-8	129	26%	104	25%	112	24%
6	44	9%	30	7%	32	7%
7	43	9%	34	8%	32	7%
8	42	9%	40	10%	48	10%
9-12	225	46%	190	47%	222	48%
9	46	9%	39	10%	43	9%
10	58	12%	57	14%	51	11%
11	49	10%	47	12%	75	16%
12	72	15%	47	12%	53	11%
Total	490	100%	408	100%	466	100%

California Connections Academy Monterey Bay
August 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	490	100%	408	75%	468	100%
Graduated	2	0%	26	5%		
Prior To Engagement			24	4%		
Withdrawal During School Year			89	16%		
Total	492	100%	547	100%	468	100%

Enrollment Services Complete (Stage 4)

520

California Connections Academy Monterey Bay
August 31, 2022

Withdrawal Reason

WD Reason	PriorEOY
	3
Another Reason	3
Different/Better Schooling Option (Not related to socialization)	3
Inactivity	13
No longer able to provide a Learning Coach	2
No Reason Given	29
Program not flexible enough	1
Program takes too much of Learning Coach's time	4
Student wants more socialization	9
The curriculum is too hard	2
Transition to virtual school too difficult	1
We are moving	15
We have chosen to home school	4

California Connections Academy Monterey Bay

August 31, 2022

Household Data

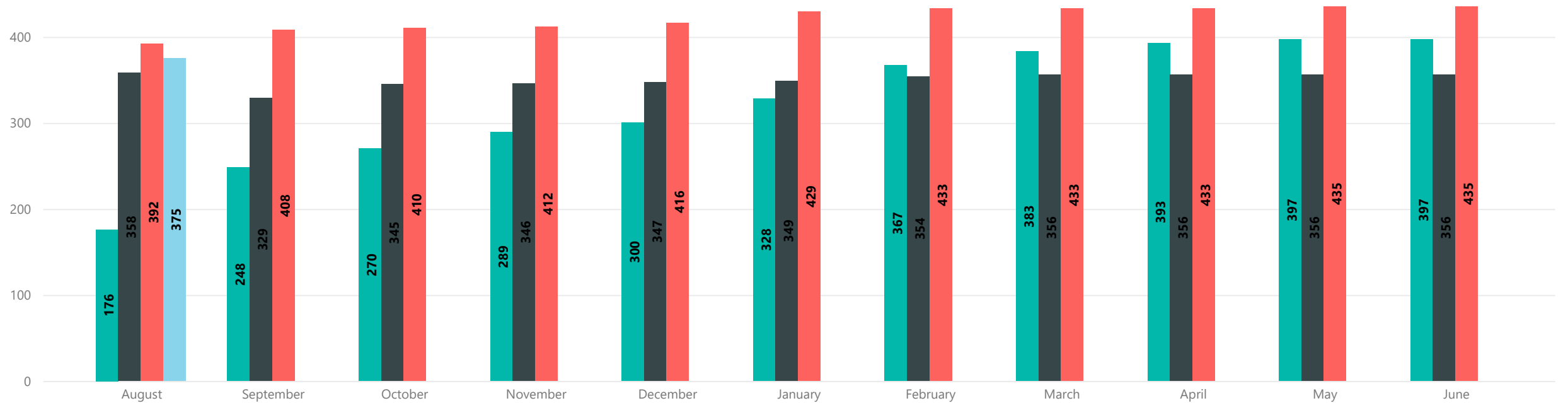
Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	390	328	375
Graduated	2	27	
WD During School Year		70	
WD Prior To Engagement		21	

Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.26	1.24	1.25

Monthly Total Households

schoolYear ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



California Connections Academy Monterey Bay

August 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	169	130	185
Not Hispanic or Latino	320	277	281

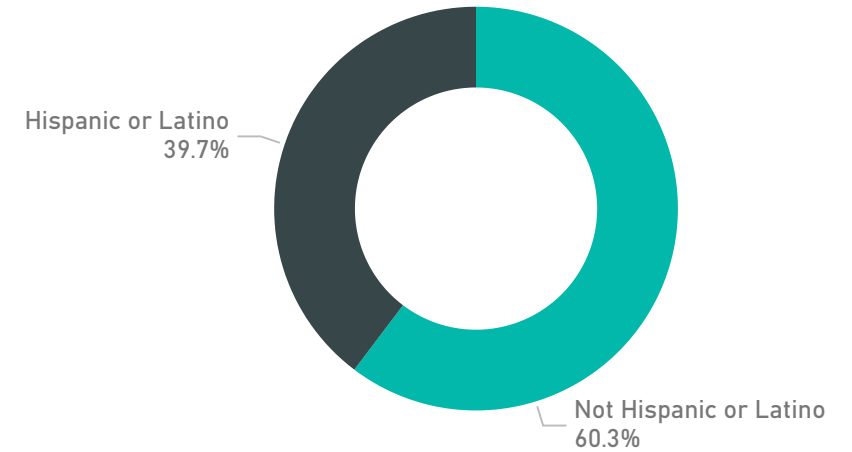
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	44	27	48
Asian	169	135	137
Black/African American	33	26	34
Native Hawaiian or Other Pacific Islander	22	22	17
White	312	276	302

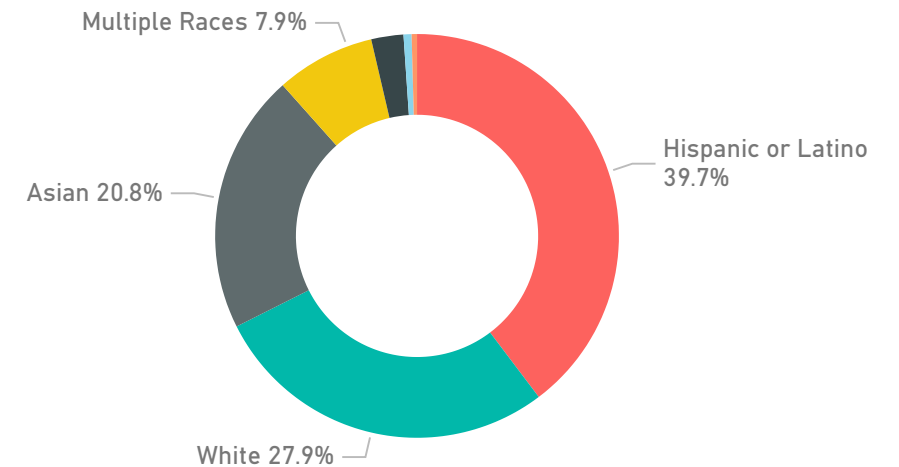
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	1	1	3
Asian	111	88	97
Black/African American	13	9	12
Hispanic or Latino	169	130	185
Multiple Races	53	44	37
Native Hawaiian or Other Pacific Islander	4	4	2
White	139	132	130

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Monterey Bay

August 31, 2022

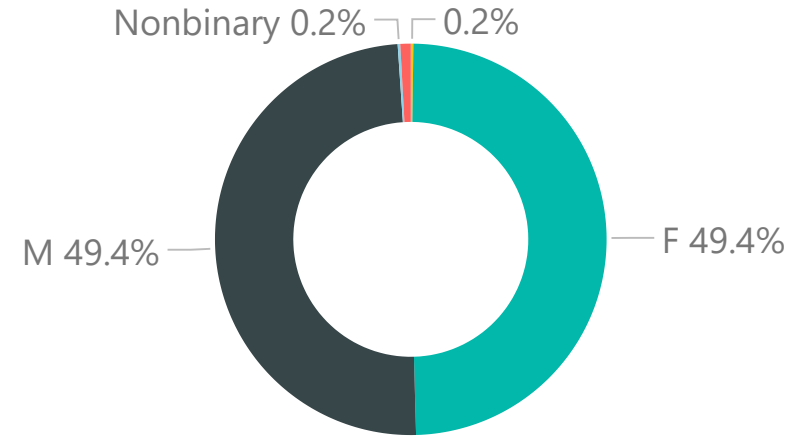
Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
	1	1	1
F	270	217	230
M	218	187	230
Nonbinary	1	2	1
X		1	4

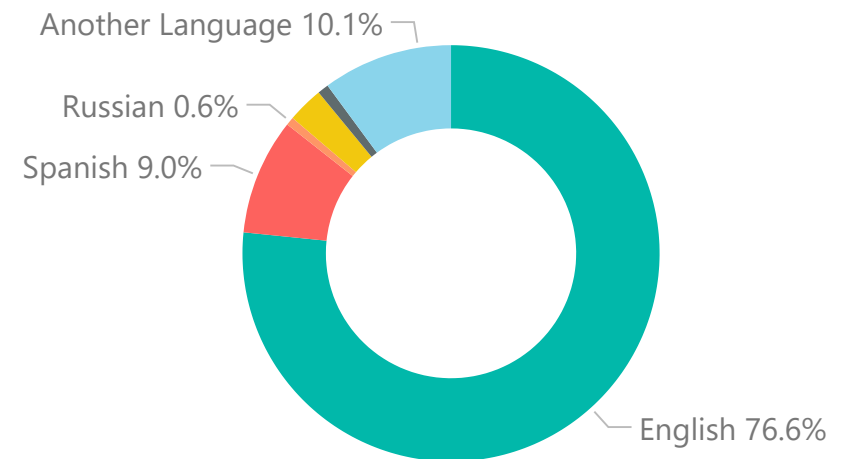
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	377	308	357
Spanish	33	26	42
Russian	6	5	3
Arabic	11	14	13
Urdu	2	2	4
Another Language	61	53	47

Enrolled Students by Gender



Enrolled Students by Language

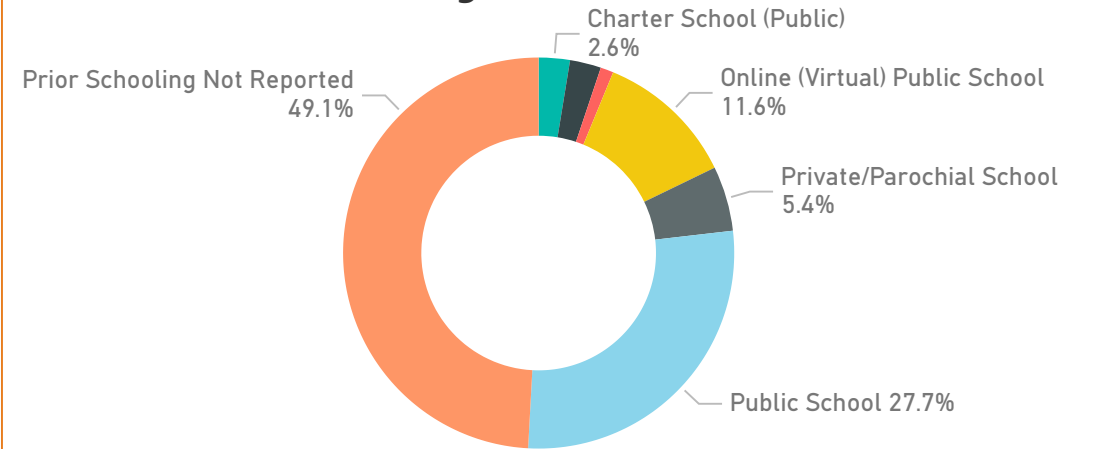


California Connections Academy Monterey Bay August 31, 2022

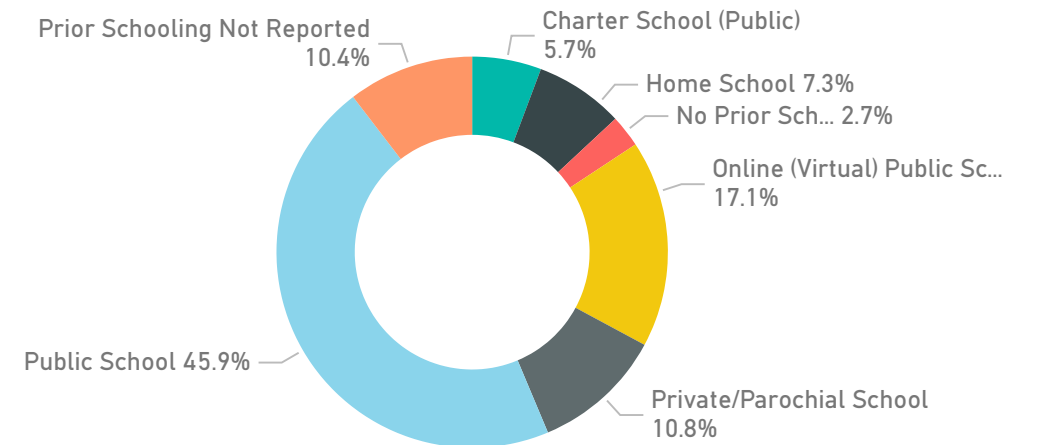
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	28	18	12
Home School	36	26	12
No Prior School	13	8	5
Online (Virtual) Public School	84	77	54
Private/Parochial School	53	47	25
Public School	225	194	129
Prior Schooling Not Reported	51	38	229

Prior Schooling August 31, 2022



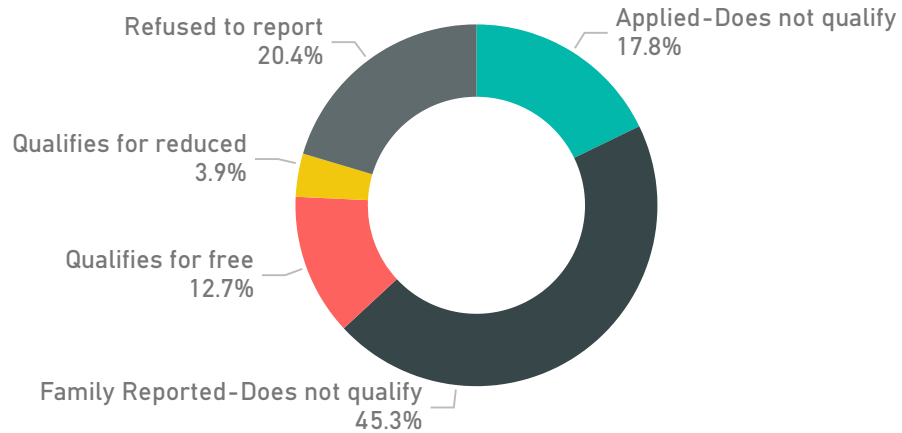
Prior Schooling August 31, 2021



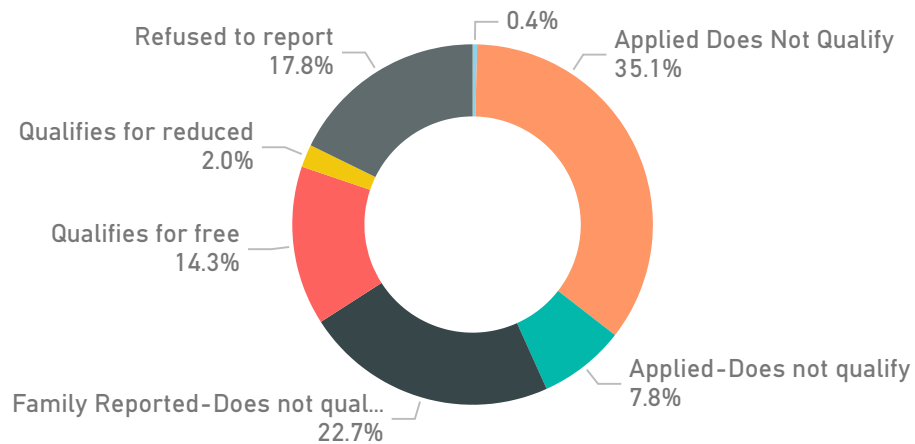
California Connections Academy Monterey Bay

August 31, 2022

FARM Eligibility August 31, 2022

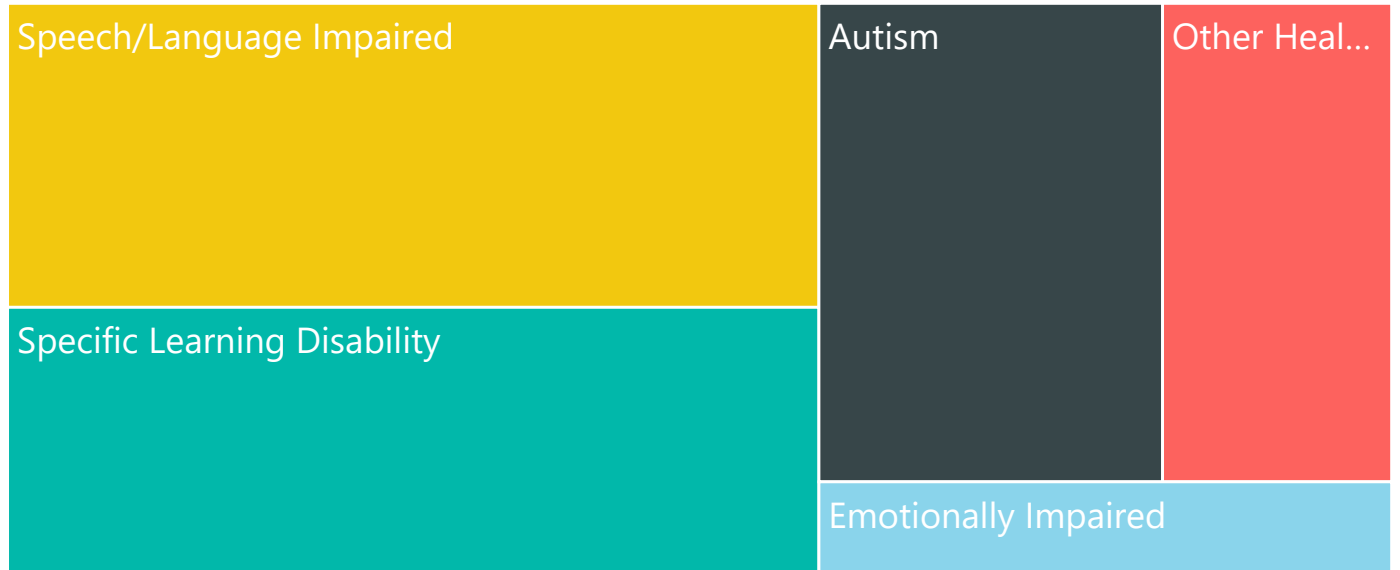


FARM Eligibility August 31, 2021



Disability

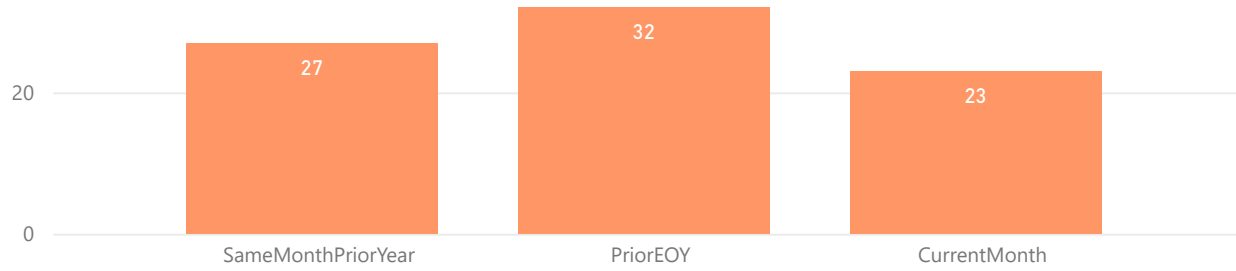
Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	5	5	6
Emotionally Impaired	2	1	2
Other Health Impaired	6	5	4
Specific Learning Disability	9	9	8
Speech/Language Impaired	4	6	9



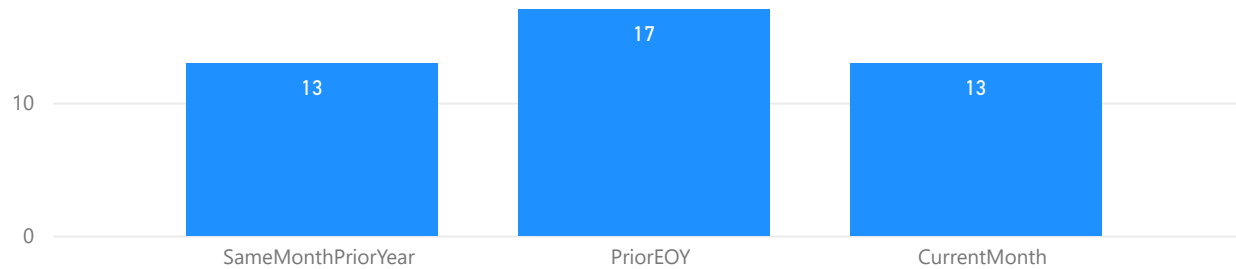
California Connections Academy Monterey Bay

August 31, 2022

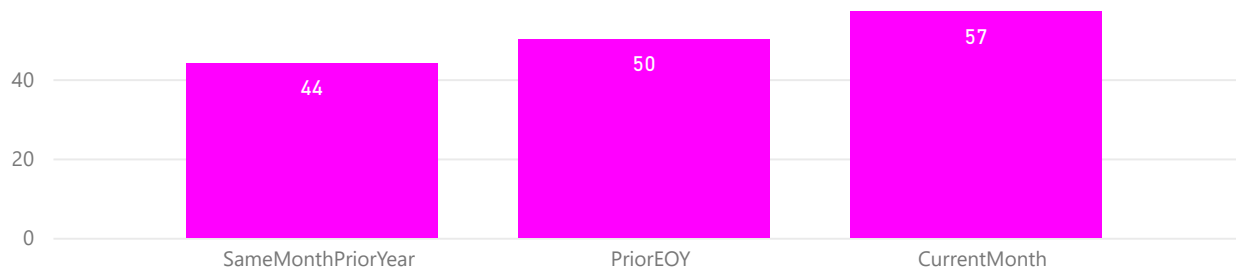
Gifted



Plan504



IEP



Currently Enrolled

466

Gifted

5%

Plan504

3%

IEP

12%

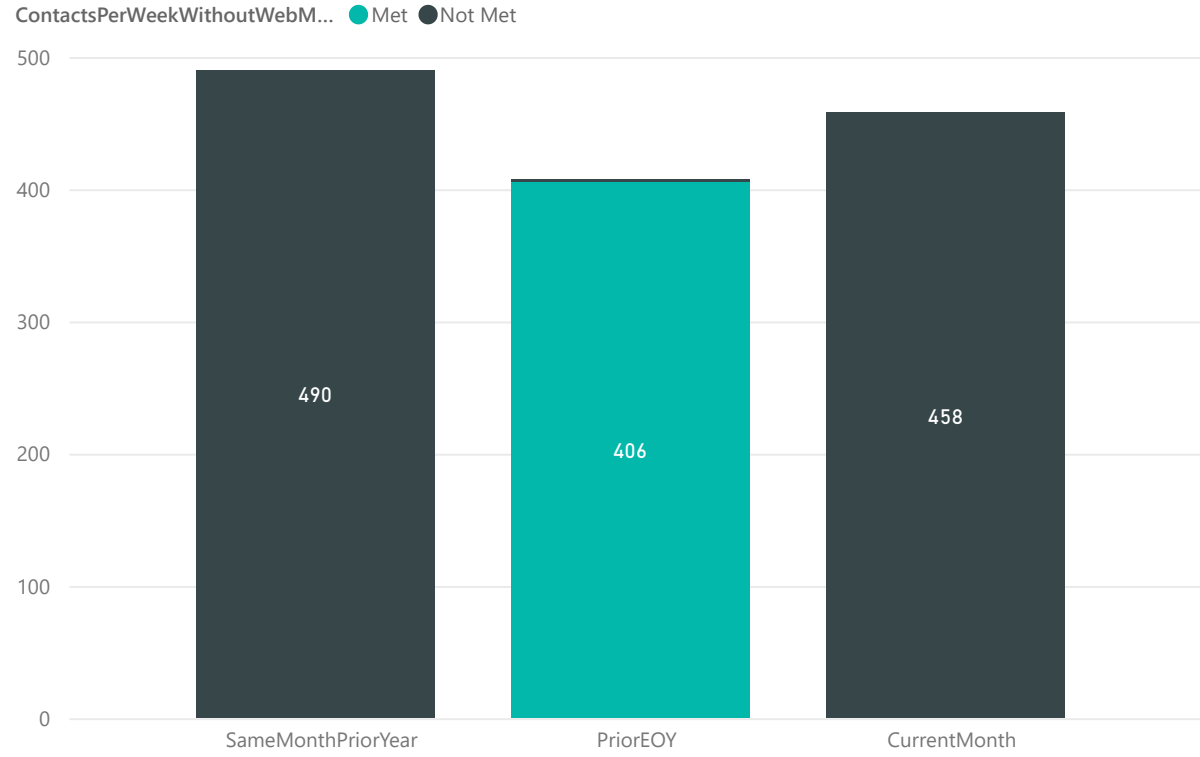
Not in Special Population

80%

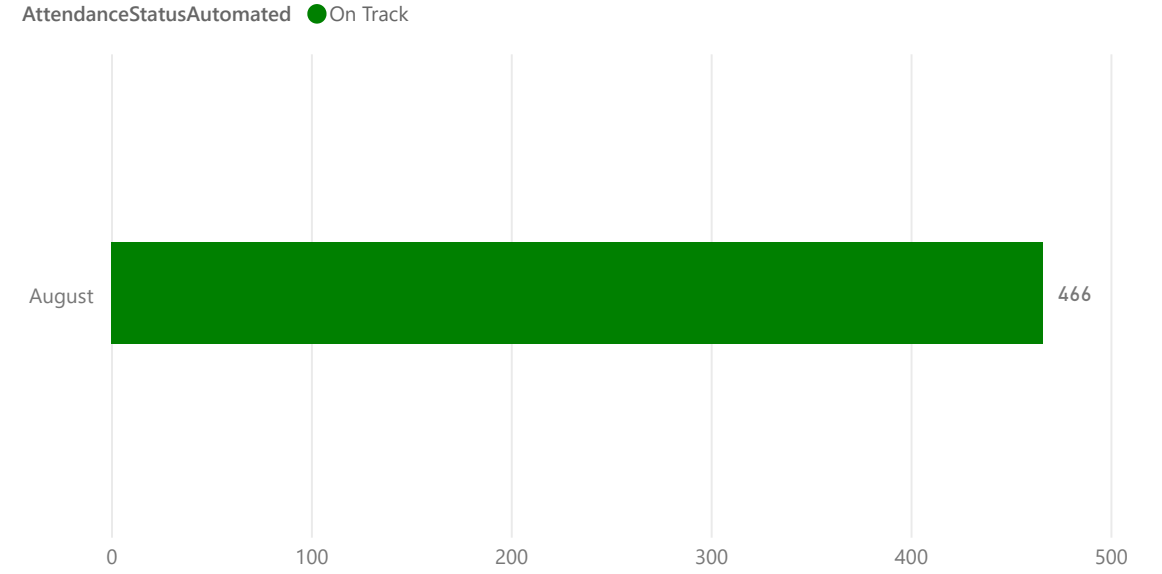
California Connections Academy Monterey Bay

August 31, 2022

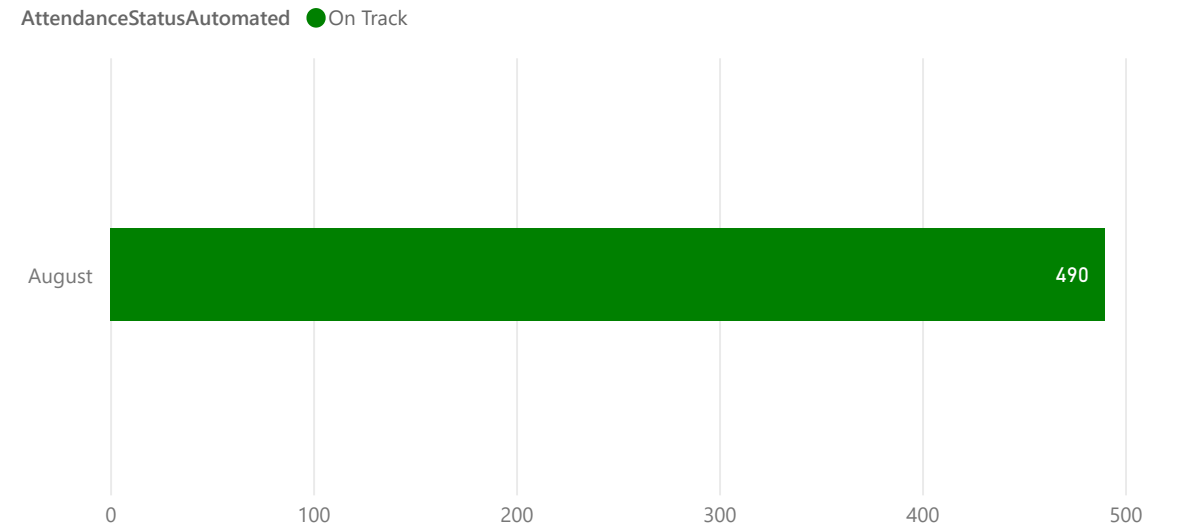
Contacts Per Week



School Year: 2022-2023



School Year: 2021-2022



Currently Enrolled

466

California Connections Academy Monterey Bay

August 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	90%	100%
3-5	100%	92%	100%
6-8	100%	94%	100%
9-12	100%	93%	100%
Total	100%	93%	100%

Average Performance

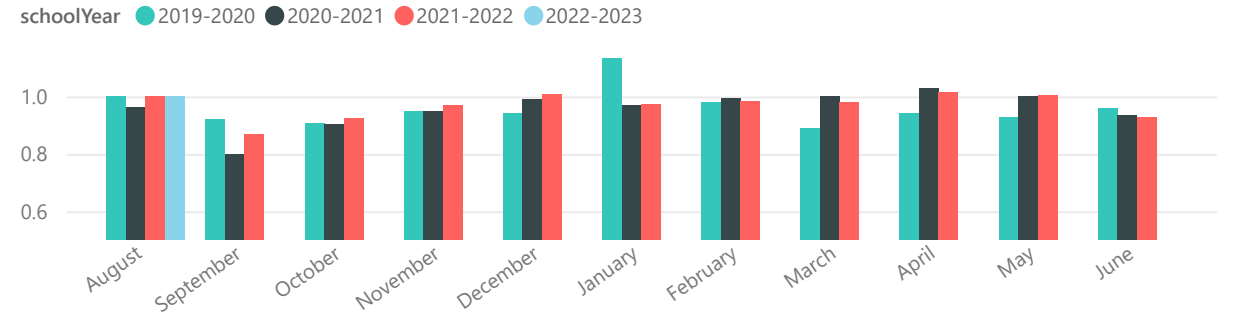
GradeDistribution

Total

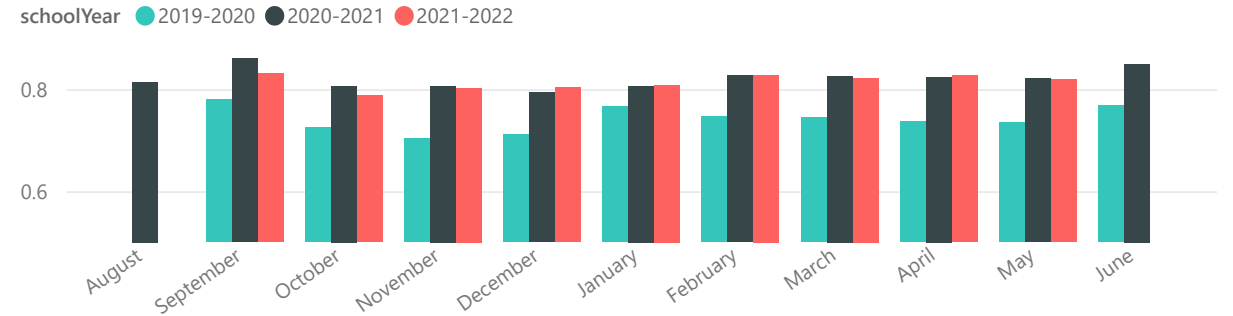
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	98%	100%
3-5	100%	98%	100%
6-8	100%	98%	100%
9-12	100%	95%	100%
Total	100%	97%	100%

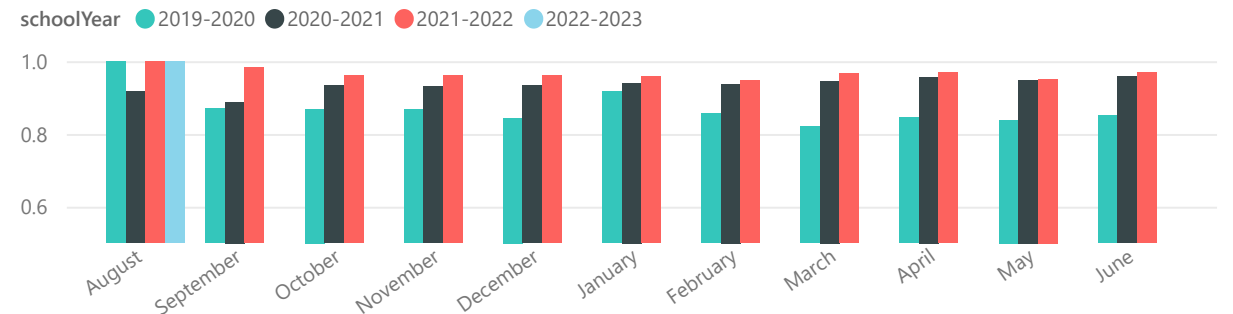
Average Total Participation



Average Total Performance



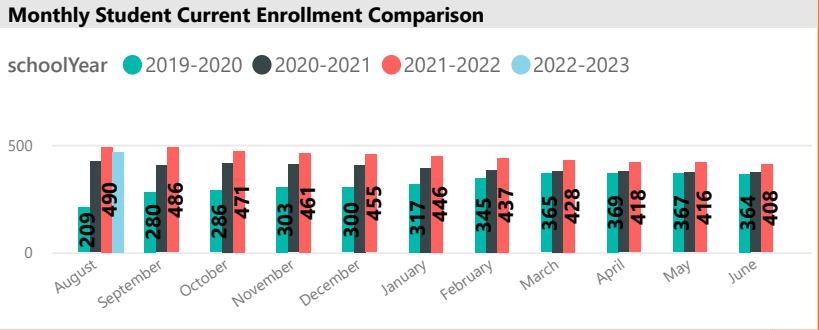
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
466	468
Enrollment Services Complete (Stage 4)	
520	

California Connections Academy Monterey Bay
August 31, 2022

Current Enrollment Month-Over-Month Change
N/A
Current Enrollment Year-Over-Year Change
-5%



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear	CurrentMonth
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	490	100%
Graduated	2	0%
Total	492	100%

ReportPeriod	SameMonthPriorYear	CurrentMonth
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	490	100%
Graduated	2	0%
Total	468	100%

New & Returning

ReportPeriod	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students
New	246	50.20%
Returning	244	49.80%

ReportPeriod	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students
New	214	45.92%
Returning	252	54.08%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	390	375
Graduated	2	

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.26	1.25

Grade Distribution

ReportPeriod	SameMonthPriorYear	CurrentMonth
GradeDistribution	Students	%CT Students
PK-2	66	13%
PK	2	0%
KG	19	4%
1	23	5%
2	22	4%
3-5	70	14%
3	21	4%
4	24	5%
5	25	5%
6-8	129	26%
6	44	9%
7	43	9%
8	42	9%
9-12	225	46%
9	46	9%
10	58	12%
11	10	1%
Total	490	100%

Withdrawal Reason

Withdrawal Reason

**California Connections Academy Monterey Bay
August 31, 2022**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	1
F	270	230
M	218	230
Nonbinary	1	1
X		4

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	377	357
Spanish	33	42
Russian	6	3
Arabic	11	13
Urdu	2	4
Another Language	61	47

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	5	6
Emotionally Impaired	2	2
Other Health Impaired	6	4
Specific Learning Disability	9	8
Speech/Language Impaired	4	9

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	27	23

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	13	13

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	44	57

Gifted	Plan504
5%	3%
IEP	Not in Special Population
12%	80%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	169	185
Not Hispanic or Latino	320	281

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	1	3
Asian	111	97
Black/African American	13	12
Hispanic or Latino	169	185
Multiple Races	53	37
Native Hawaiian or Other Pacific Islander	4	2
White	139	130

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	44	48
Asian	169	137
Black/African American	33	34
Native Hawaiian or Other Pacific Islander	22	17
White	312	302

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	28	12
Home School	36	12
No Prior School	13	5
Online (Virtual) Public School	84	54
Private/Parochial School	53	25
Public School	225	129
Prior Schooling Not Reported	51	229

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	169	
Applied-Does not qualify	37	74
Family Reported-Does not qualify	102	204
Qualifies for free	63	52
Qualifies for reduced	9	17
Refused to report	82	90

California Connections Academy Monterey Bay
August 31, 2022

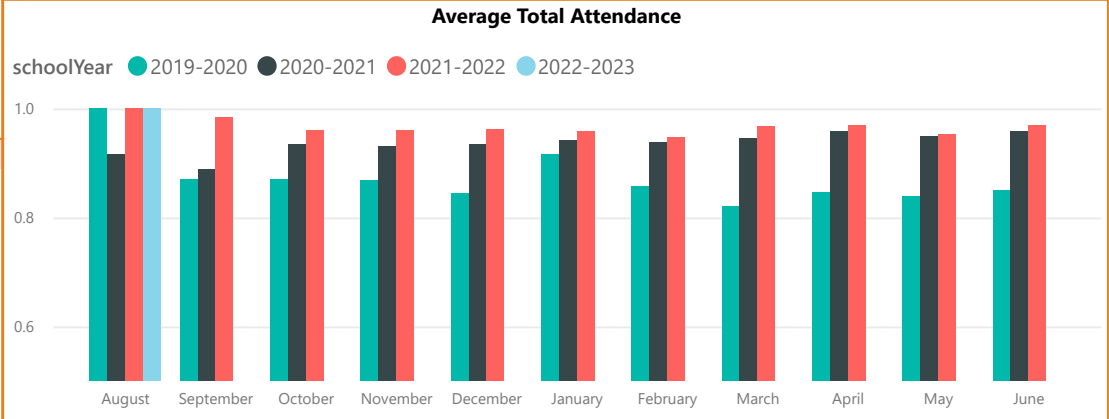
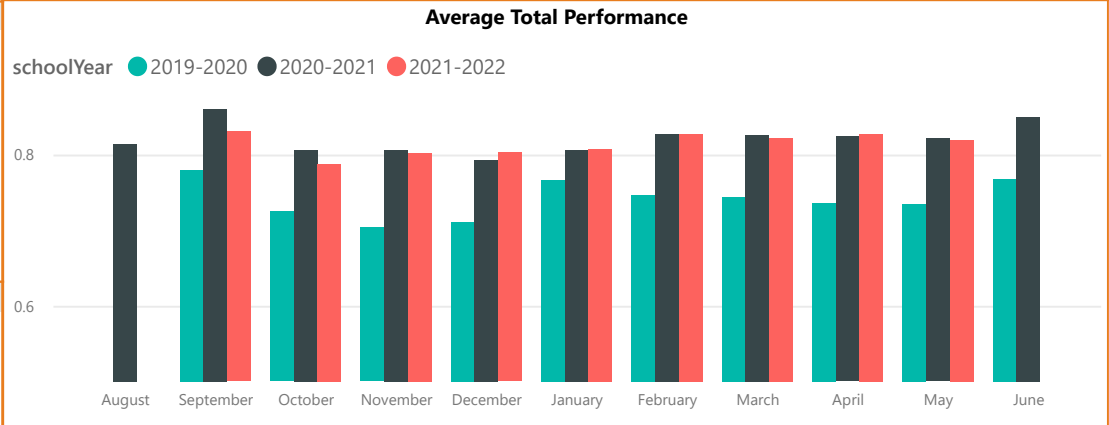
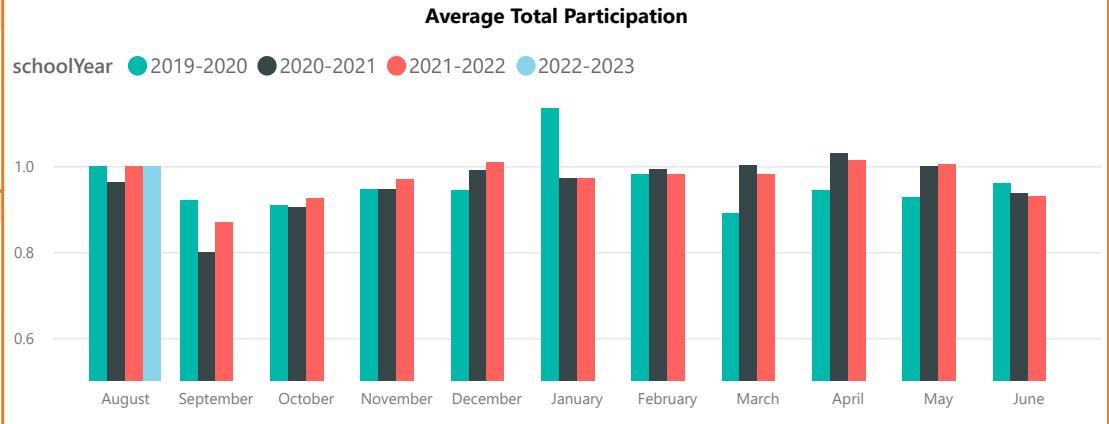
Contacts Per Week		
ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Not Met	490	458

Attendance Status		
AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	490	466

Average Participation		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

Average Performance	
GradeDistribution	
Total	

Average Attendance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy Northern California ▾

Report Date

August 31, 2022 ▾

Currently Enrolled

1736

Total YTD Enrolled

1736

Enrollment Services Complete (Stage 4)

1842

Enrolled Students by County



California Connections Academy Northern California

August 31, 2022

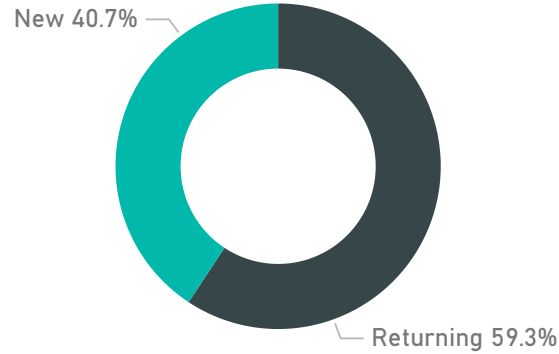
Current Enrollment Month-Over-Month Change

N/A

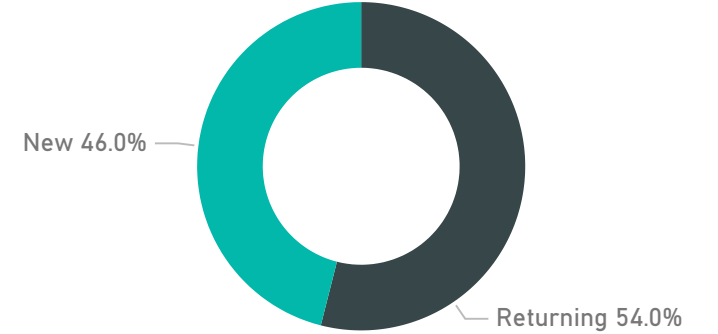
Current Enrollment Year-Over-Year Change

6%

New and Returning

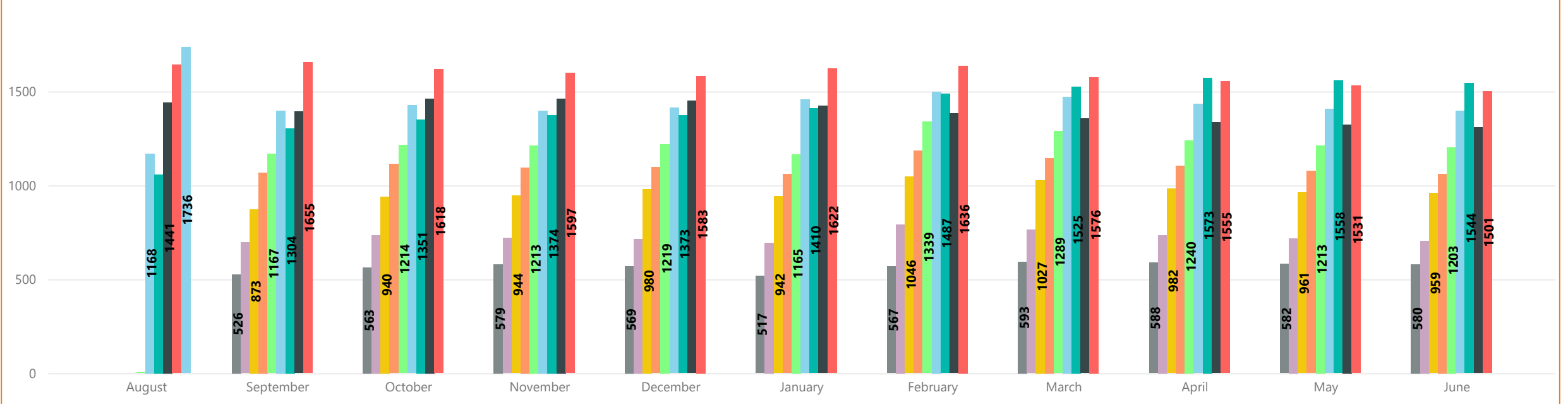


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

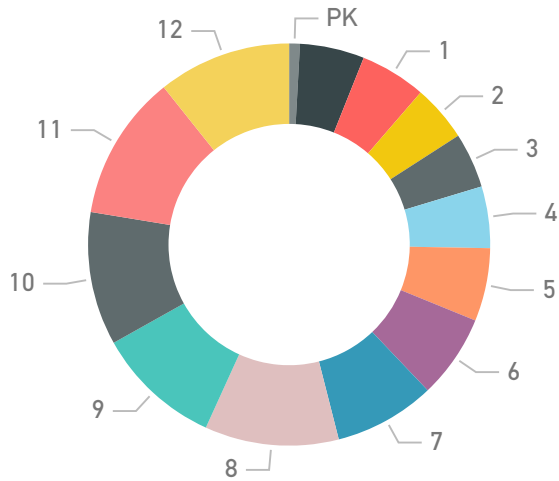
schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



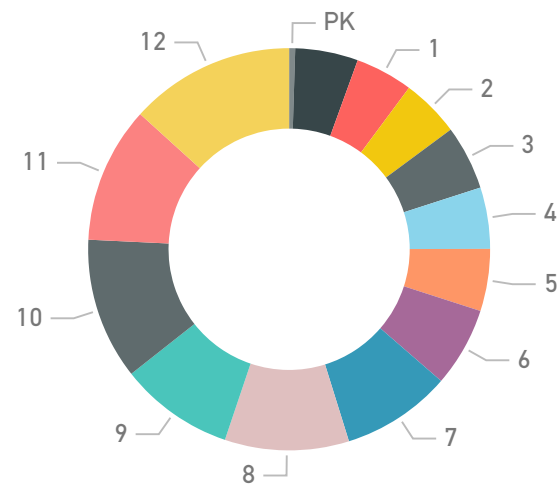
California Connections Academy Northern California

August 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

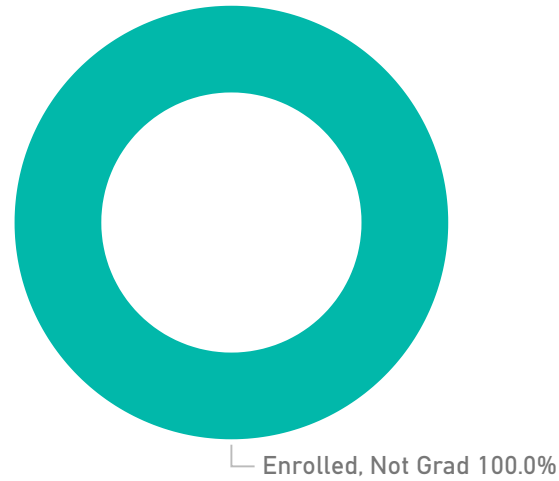


Grade Distribution

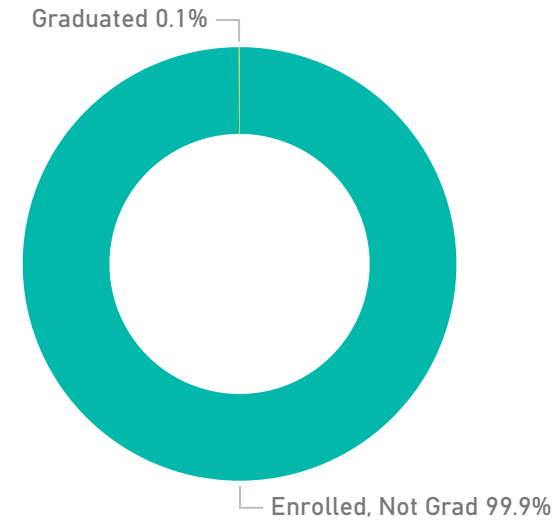
ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	244	15%	218	15%	276	16%
PK	8	0%	6	0%	15	1%
KG	83	5%	75	5%	90	5%
1	76	5%	71	5%	92	5%
2	77	5%	66	4%	79	5%
3-5	248	15%	232	15%	265	15%
3	85	5%	76	5%	77	4%
4	81	5%	77	5%	86	5%
5	82	5%	79	5%	102	6%
6-8	414	25%	401	27%	445	26%
6	105	6%	102	7%	117	7%
7	145	9%	137	9%	141	8%
8	164	10%	162	11%	187	11%
9-12	736	45%	650	43%	750	43%
9	151	9%	159	11%	175	10%
10	187	11%	175	12%	186	11%
11	180	11%	165	11%	203	12%
12	218	13%	151	10%	186	11%
Total	1642	100%	1501	100%	1736	100%

California Connections Academy Northern California
August 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1642	100%	1501	77%	1736	100%
Graduated	1	0%	67	3%		
Prior To Engagement			109	6%		
Withdrawal During School Year			268	14%		
Total	1643	100%	1945	100%	1736	100%

Enrollment Services Complete (Stage 4)
1842

California Connections Academy Northern California
August 31, 2022

Withdrawal Reason

WD Reason	PriorEOY
	6
Another Reason	21
Different/Better Schooling Option (Not related to socialization)	17
Generally dissatisfied with curriculum/course options	2
Inactivity	42
No longer able to provide a Learning Coach	7
No Reason Given	60
Program not flexible enough	5
Program takes too much of Learning Coach's time	3
Program takes too much of student's time	4
Pursuing GED	2
Student wants more socialization	33
The curriculum is too hard	7
Transition to virtual school too difficult	9
Unhappy with the school	2
We are moving	31
We have chosen to home school	17

California Connections Academy Northern California

August 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	452	440	529
Not Hispanic or Latino	1190	1061	1207

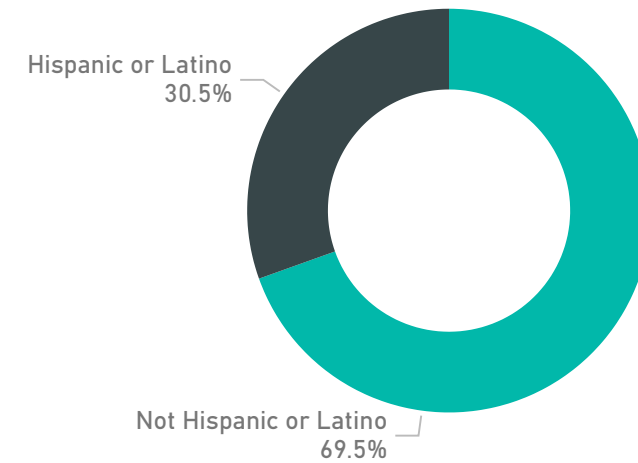
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	150	144	139
Asian	307	285	312
Black/African American	397	360	401
Native Hawaiian or Other Pacific Islander	89	76	84
White	1056	957	1106

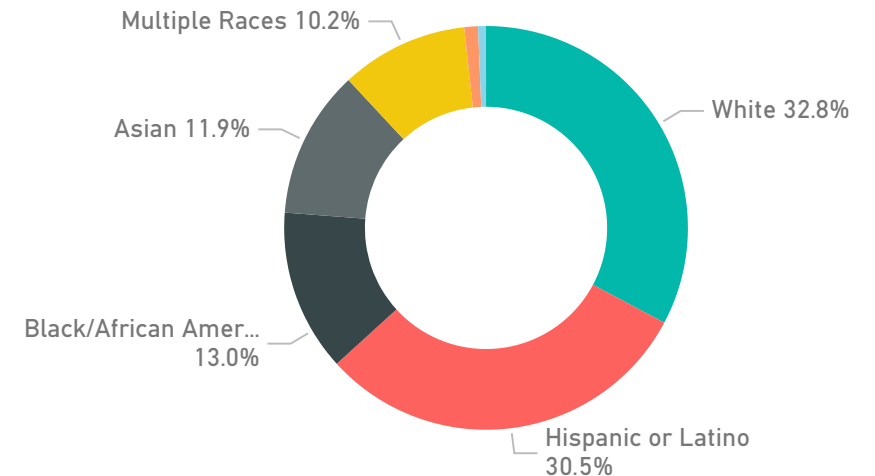
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	16	12	11
Asian	196	177	206
Black/African American	212	186	225
Hispanic or Latino	452	440	529
Multiple Races	207	187	177
Native Hawaiian or Other Pacific Islander	24	22	19
White	535	477	569

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Northern California

August 31, 2022

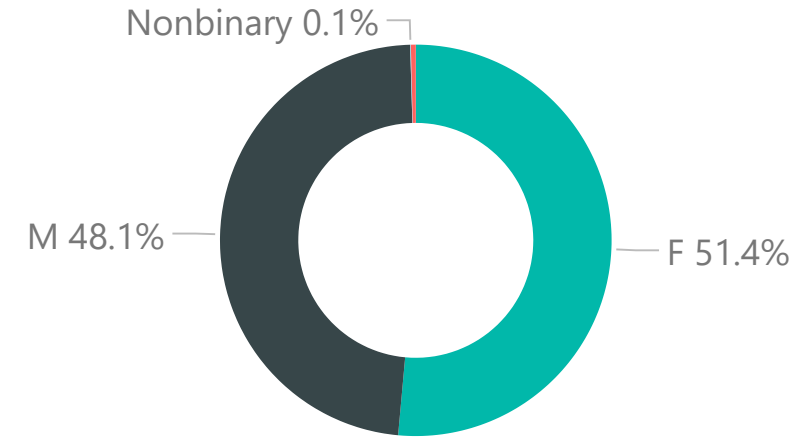
Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
	2		
F	882	808	893
M	752	687	835
Nonbinary	5	1	1
X	1	5	7

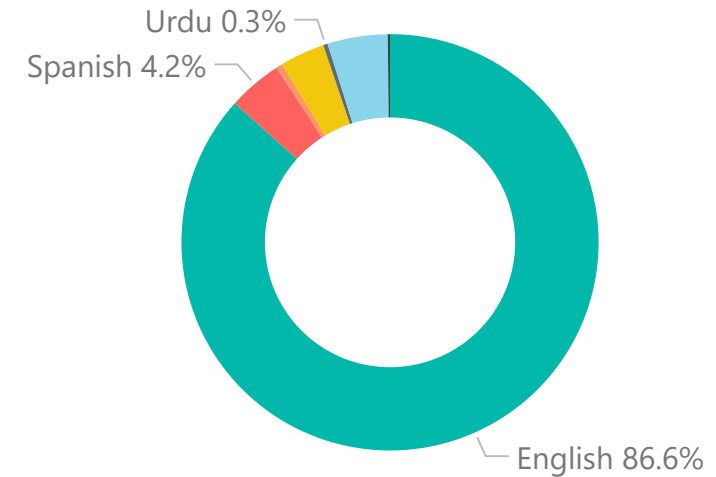
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	1471	1339	1504
Spanish	47	48	73
Russian	7	6	9
Arabic	44	36	60
Urdu	7	7	6
Another Language	60	59	81
No Language Reported	6	6	3

Enrolled Students by Gender



Enrolled Students by Language

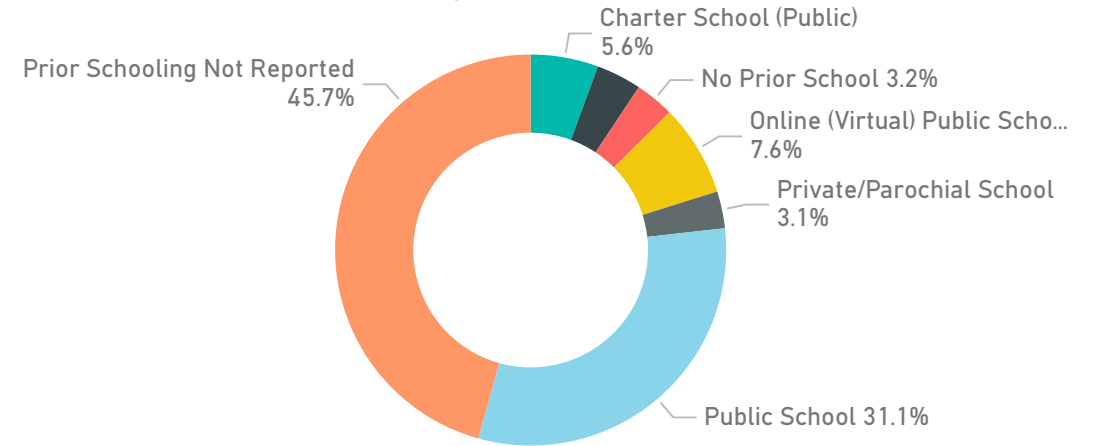


California Connections Academy Northern California August 31, 2022

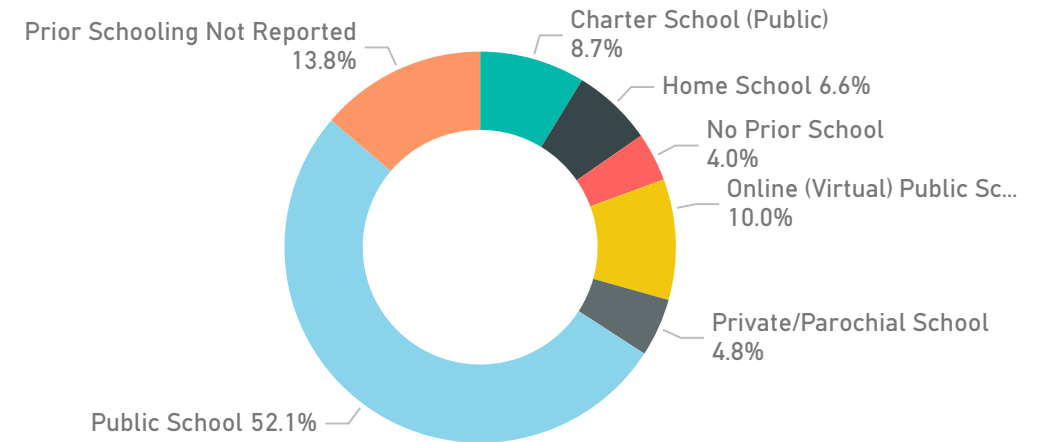
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	143	135	97
Home School	109	97	65
No Prior School	66	71	56
Online (Virtual) Public School	164	183	132
Private/Parochial School	79	75	53
Public School	855	773	540
Prior Schooling Not Reported	226	167	793

Prior Schooling August 31, 2022



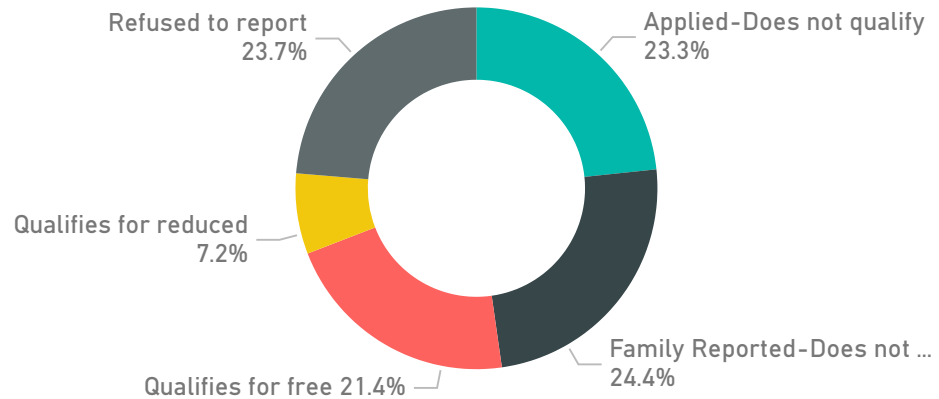
Prior Schooling August 31, 2021



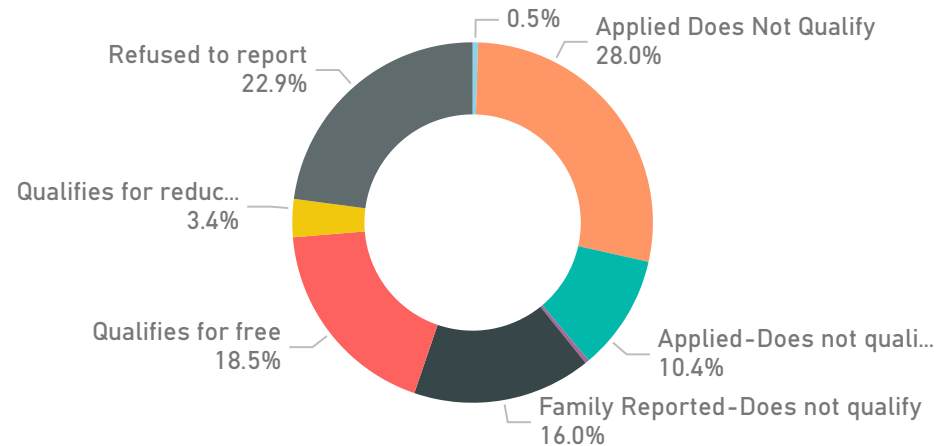
California Connections Academy Northern California

August 31, 2022

FARM Eligibility August 31, 2022

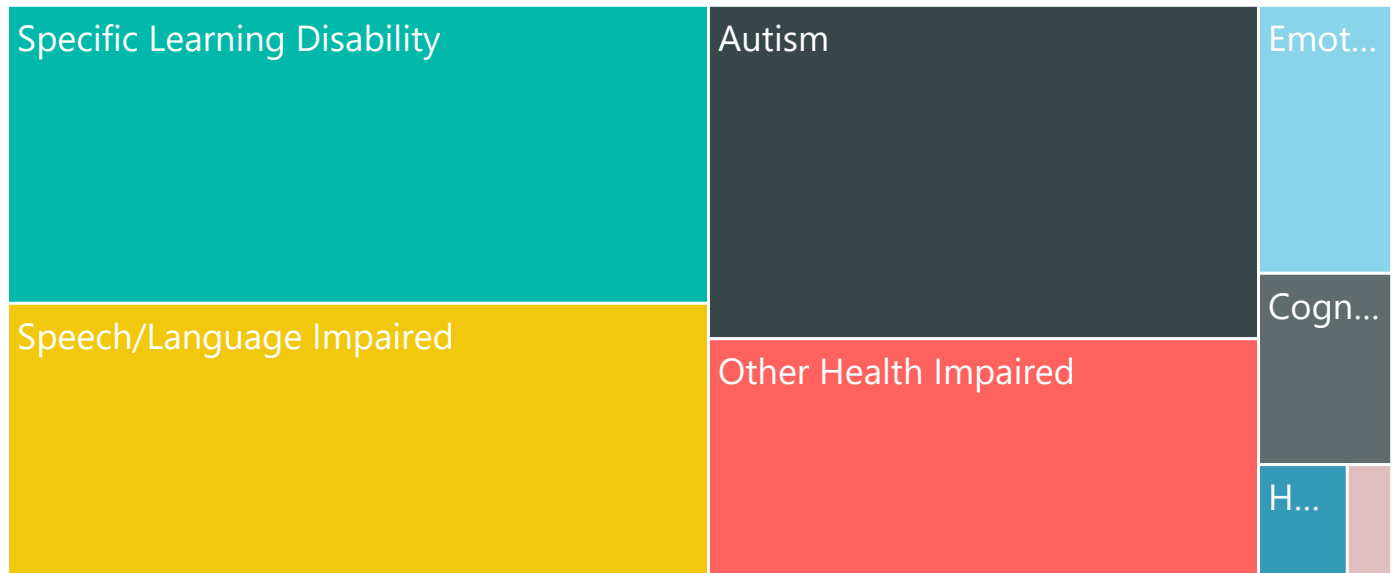


FARM Eligibility August 31, 2021



Disability

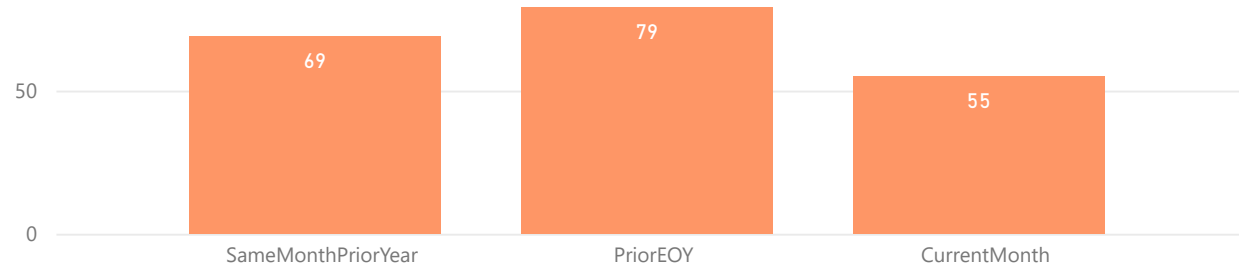
Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	36	38	36
Cognitive Disability	4	3	5
Emotionally Impaired	13	9	7
Hearing Impaired	2	2	2
Other	2	2	1
Other Health Impaired	30	27	26
Specific Learning Disability	40	39	41
Speech/Language Impaired	24	38	38



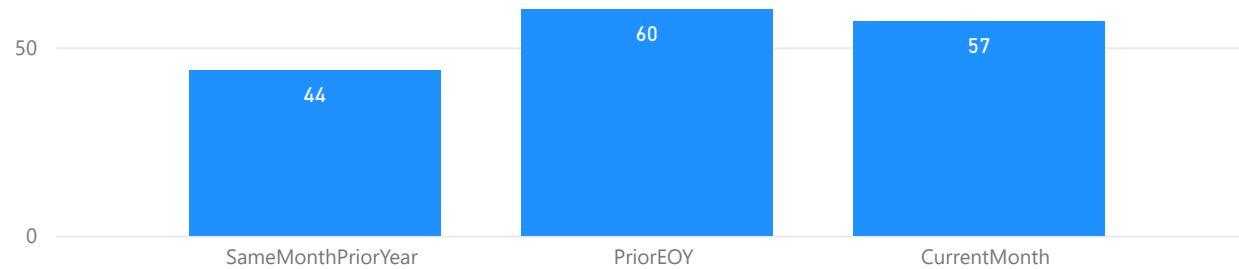
California Connections Academy Northern California

August 31, 2022

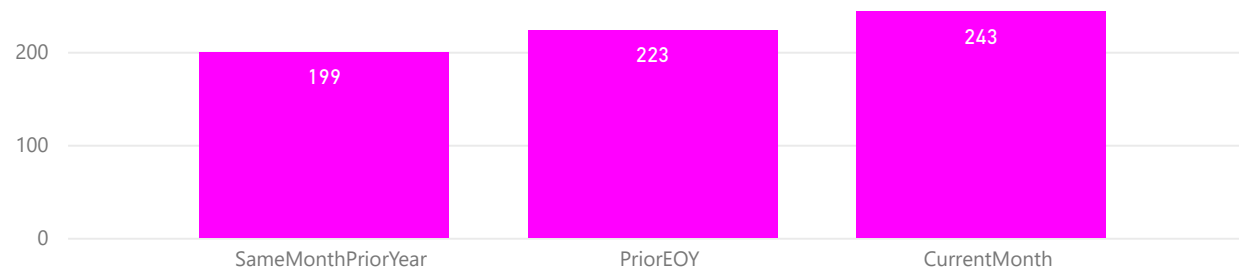
Gifted



Plan504



IEP



Currently Enrolled

1736

Gifted

3%

Plan504

3%

IEP

14%

Not in Special Population

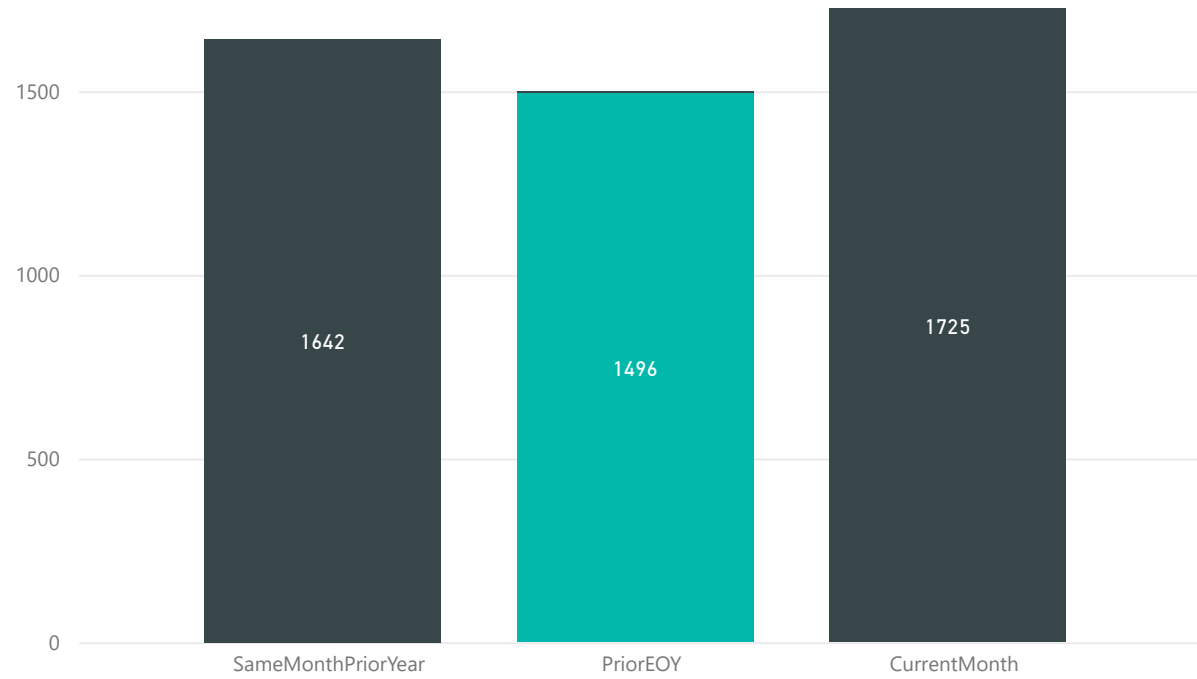
80%

California Connections Academy Northern California

August 31, 2022

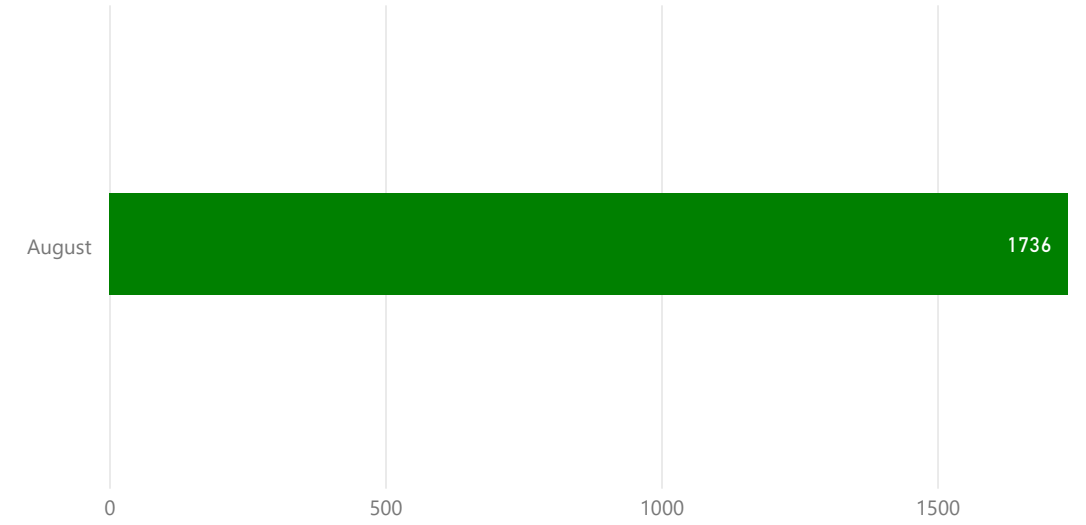
Contacts Per Week

ContactsPerWeekWithoutWebM... ● Met ● Not Met



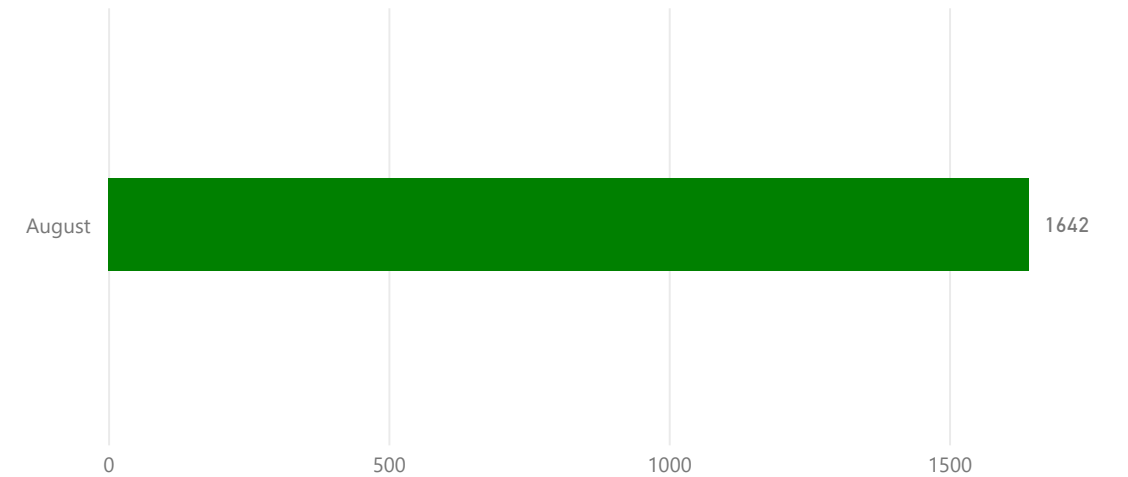
School Year: 2022-2023

AttendanceStatusAutomated ● On Track



School Year: 2021-2022

AttendanceStatusAutomated ● On Track



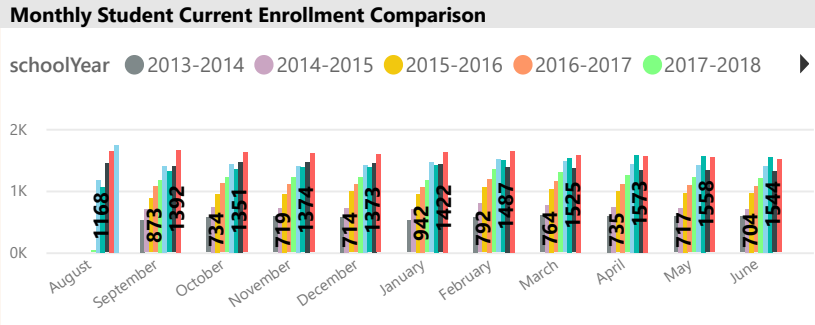
Currently Enrolled

1736

Currently Enrolled	Total YTD Enrolled
1736	1736
Enrollment Services Complete (Stage 4)	
1842	

California Connections Academy Northern Califo...
August 31, 2022

Current Enrollment Month-Over-Month Change
N/A
Current Enrollment Year-Over-Year Change
6%



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear	CurrentMonth
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	1642	100%
Graduated	1	0%
Total	1643	100%

ReportPeriod	SameMonthPriorYear	CurrentMonth
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	1736	100%
Graduated	0	0%
Total	1736	100%

New & Returning

ReportPeriod	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students
New	756	46.04%
Returning	886	53.96%

ReportPeriod	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students
New	707	40.73%
Returning	1029	59.27%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	1266	1311
Graduated	1	

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.30	1.32

Grade Distribution

ReportPeriod	SameMonthPriorYear	CurrentMonth
GradeDistribution	Students	%CT Students
PK-2	244	15%
PK	8	0%
KG	83	5%
1	76	5%
2	77	5%
3-5	248	15%
3	85	5%
4	81	5%
5	82	5%
6-8	414	25%
6	105	6%
7	145	9%
8	164	10%
9-12	736	45%
9	151	9%
10	187	11%
11	180	11%
Total	1642	100%

ReportPeriod	SameMonthPriorYear	CurrentMonth
GradeDistribution	Students	%CT Students
PK-2	276	16%
PK	15	1%
KG	90	5%
1	92	5%
2	79	5%
3-5	265	15%
3	77	4%
4	86	5%
5	102	6%
6-8	445	26%
6	117	7%
7	141	8%
8	187	11%
9-12	750	43%
9	175	10%
10	186	11%
11	202	12%
Total	1736	100%

Withdrawal Reason

Withdrawal Reason ▲

California Connections Academy Northern Califo...
August 31, 2022

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	2	
F	882	893
M	752	835
Nonbinary	5	1
X	1	7

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1471	1504
Spanish	47	73
Russian	7	9
Arabic	44	60
Urdu	7	6
Another Language	60	81
No Language Reported	6	3

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	36	36
Cognitive Disability	4	5
Emotionally Impaired	13	7
Hearing Impaired	2	2
Other	2	1
Other Health Impaired	30	26
Specific Learning Disability	40	41
Speech/Language Impaired	24	38

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	69	55

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	44	57

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	199	243

Gifted	Plan504
3%	3%
IEP	Not in Special Population
14%	80%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	452	529
Not Hispanic or Latino	1190	1207

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	16	11
Asian	196	206
Black/African American	212	225
Hispanic or Latino	452	529
Multiple Races	207	177
Native Hawaiian or Other Pacific Islander	24	19
White	535	569

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	150	139
Asian	307	312
Black/African American	397	401
Native Hawaiian or Other Pacific Islander	89	84
White	1056	1106

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	447	
Applied-Does not qualify	150	366
Bad override	6	
Family Reported-Does not qualify	229	396
Qualifies for free	264	338
Qualifies for reduced	45	109
Refused to report	343	371

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	143	97
Home School	109	65
No Prior School	66	56
Online (Virtual) Public School	164	132
Private/Parochial School	79	53
Public School	855	540
Prior Schooling Not Reported	226	793

California Connections Academy Northern Califo...
August 31, 2022

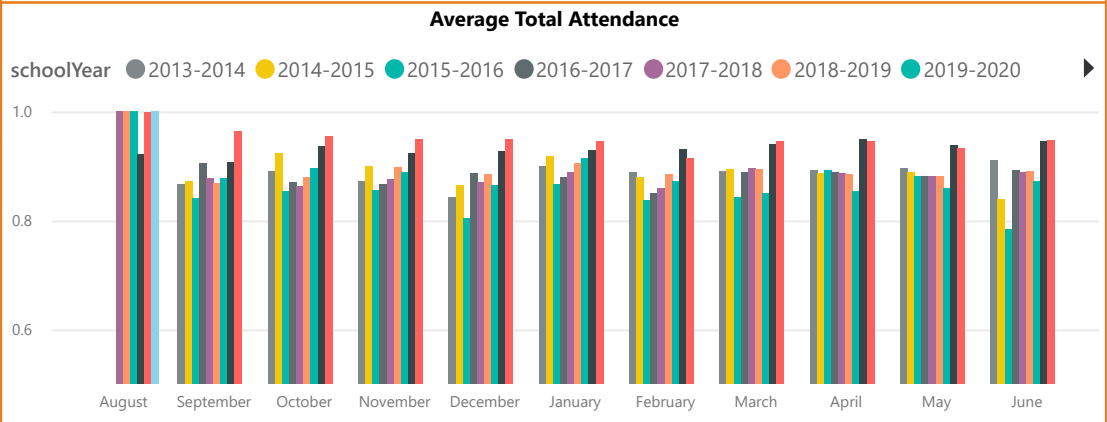
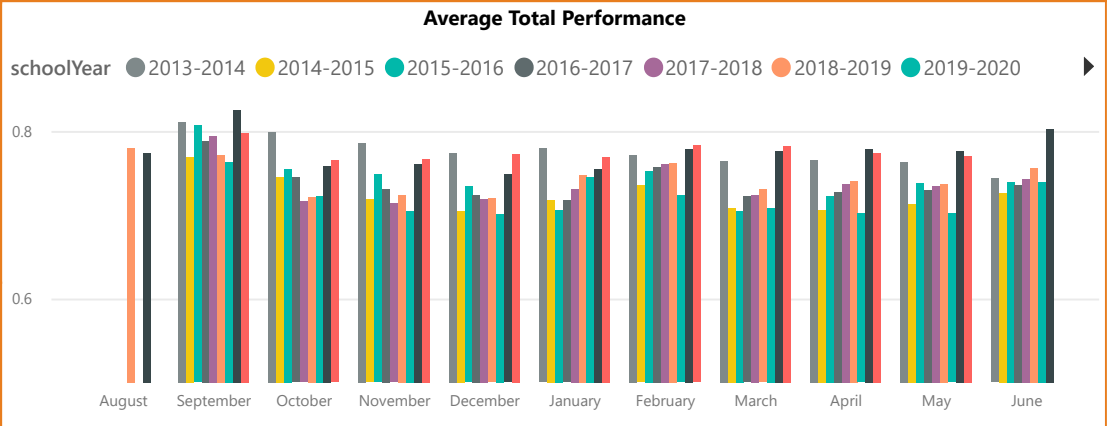
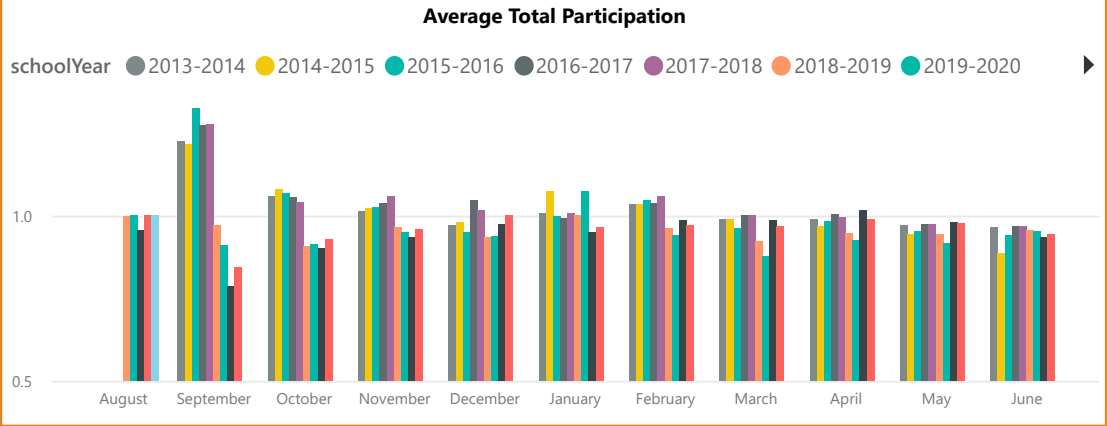
Contacts Per Week		
ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Not Met	1642	1725

Attendance Status		
AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	1642	1736

Average Participation		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

Average Performance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
Total		

Average Attendance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy North Bay

Report Date

August 31, 2022

Currently Enrolled

157

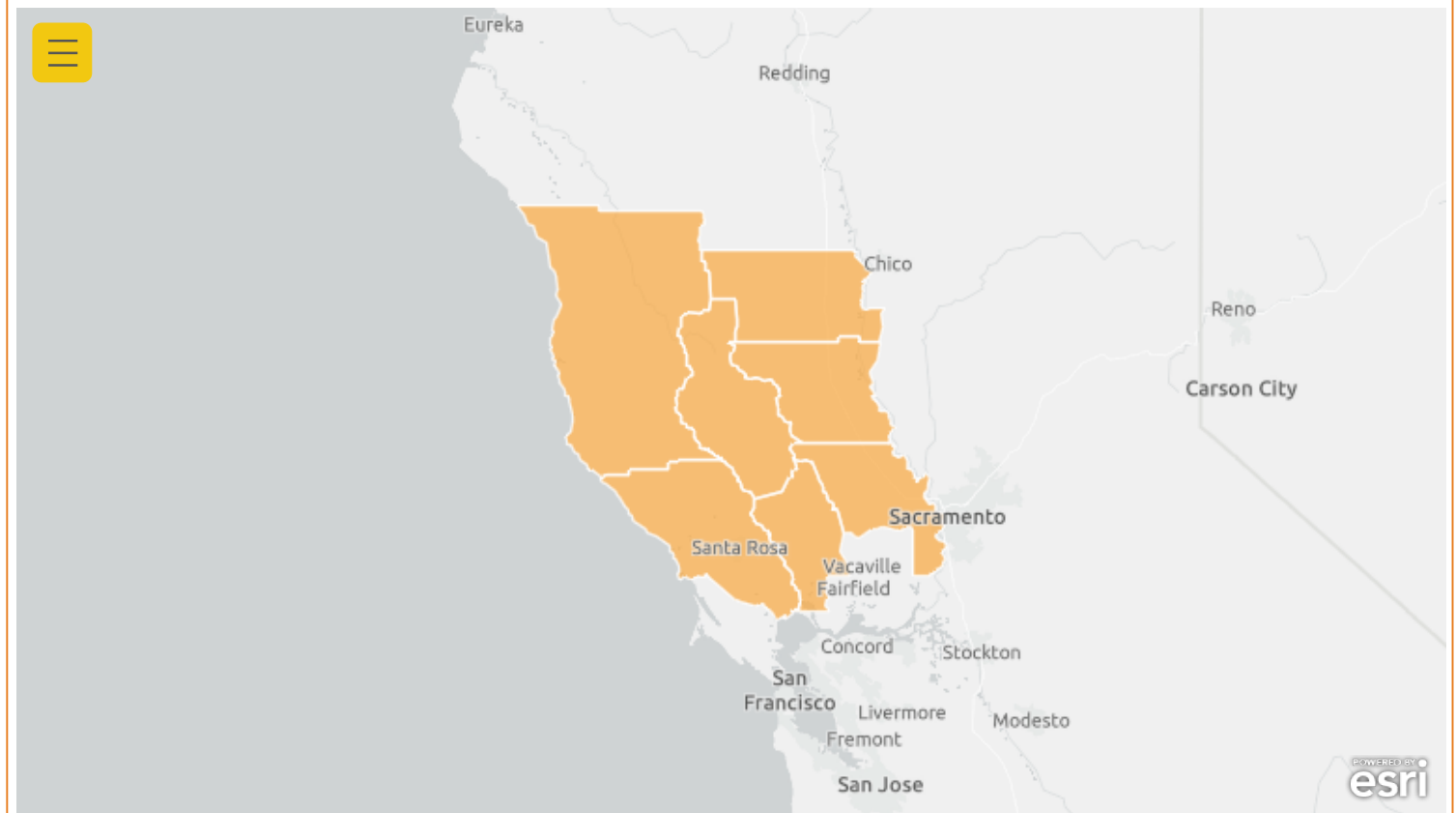
Total YTD Enrolled

158

Enrollment Services Complete (Stage 4)

167

Enrolled Students by County



California Connections Academy North Bay

August 31, 2022

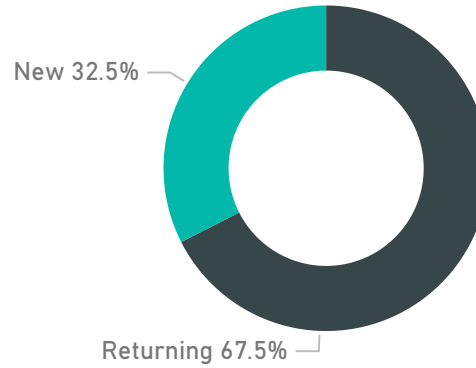
Current Enrollment Month-Over-Month Change

N/A

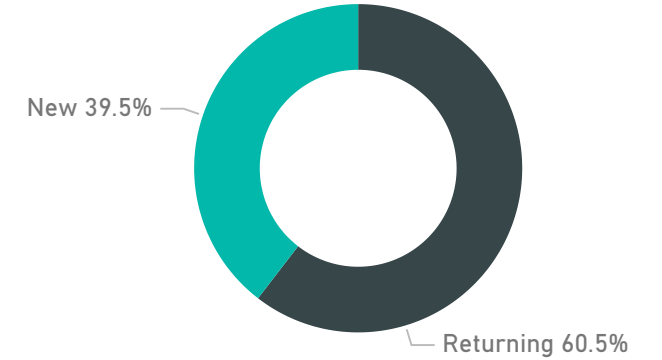
Current Enrollment Year-Over-Year Change

-11%

New and Returning

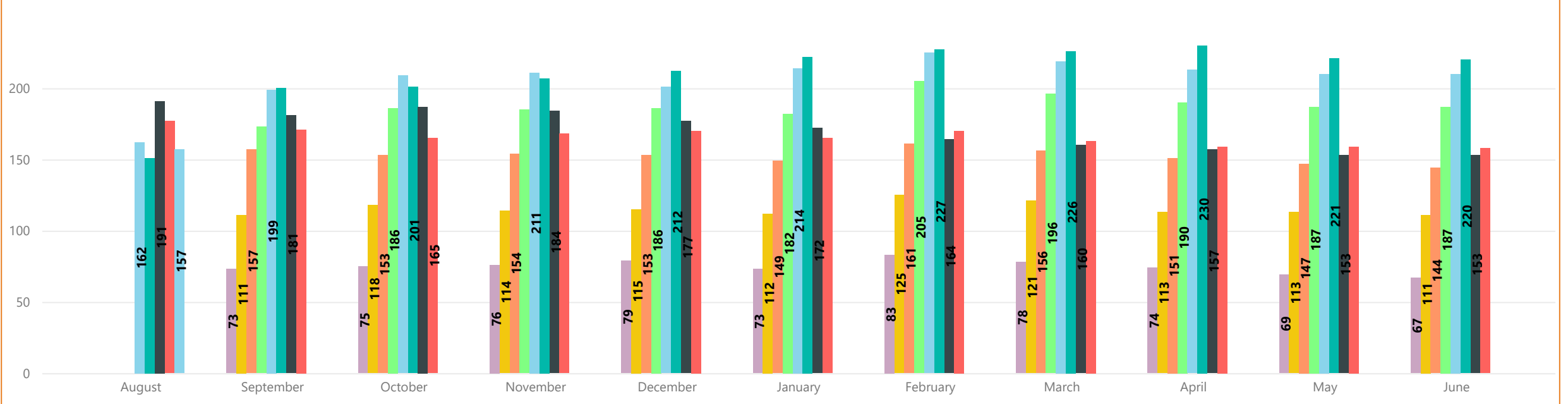


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

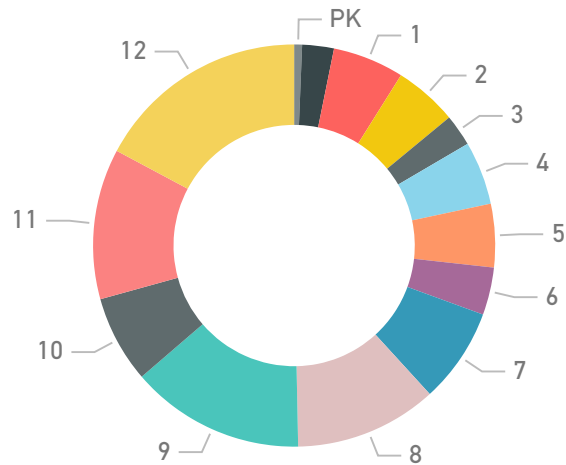
schoolYear ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



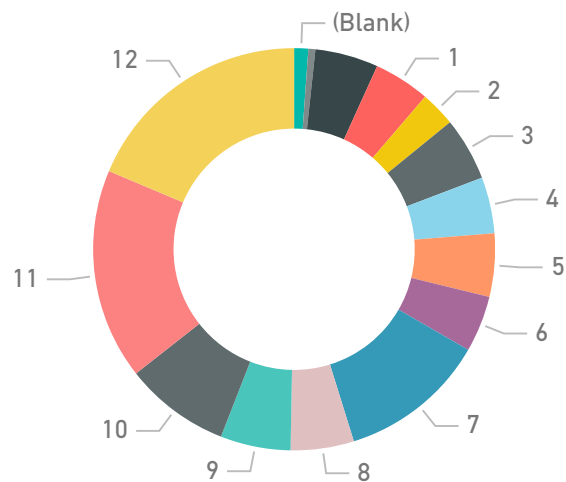
California Connections Academy North Bay

August 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



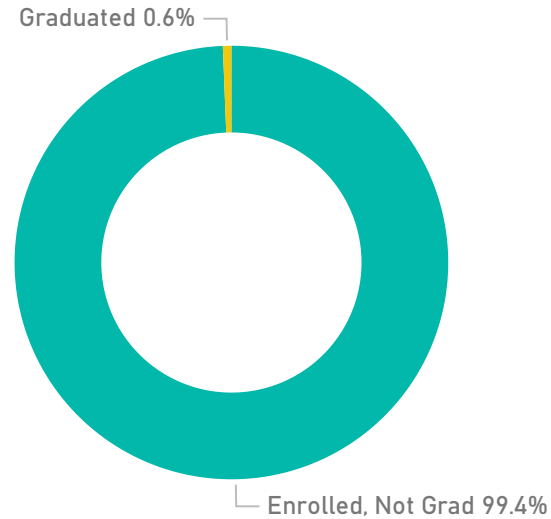
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	23	13%	21	13%	22	14%
PK	1	1%	2	1%	1	1%
KG	9	5%	7	4%	4	3%
1	8	5%	7	4%	9	6%
2	5	3%	5	3%	8	5%
3-5	26	15%	23	15%	20	13%
3	9	5%	8	5%	4	3%
4	8	5%	8	5%	8	5%
5	9	5%	7	4%	8	5%
6-8	38	22%	35	22%	36	23%
6	8	5%	7	4%	6	4%
7	21	12%	16	10%	12	8%
8	9	5%	12	8%	18	11%
9-12	88	50%	79	50%	79	50%
9	10	6%	11	7%	22	14%
10	15	9%	16	10%	11	7%
11	30	17%	23	15%	19	12%
12	33	19%	29	18%	27	17%
Total	175	100%	158	100%	157	100%

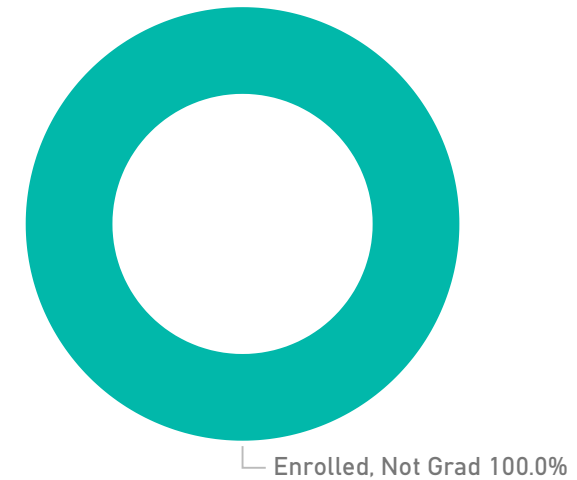
California Connections Academy North Bay

August 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	177	100%	158	77%	157	99%
Graduated			4	2%	1	1%
Prior To Engagement			10	5%		
Withdrawal During School Year			34	17%		
Total	177	100%	206	100%	158	100%

Enrollment Services Complete (Stage 4)

167

California Connections Academy North Bay
August 31, 2022

Withdrawal Reason

WD Reason	PriorEOY
	1
Different/Better Schooling Option (Not related to socialization)	4
Inactivity	4
No Reason Given	10
Program takes too much of Learning Coach's time	1
Program takes too much of student's time	1
Student wants more socialization	2
Transition to virtual school too difficult	1
Unhappy with the school	1
We are moving	8
We have chosen to home school	1

California Connections Academy North Bay

August 31, 2022

Household Data

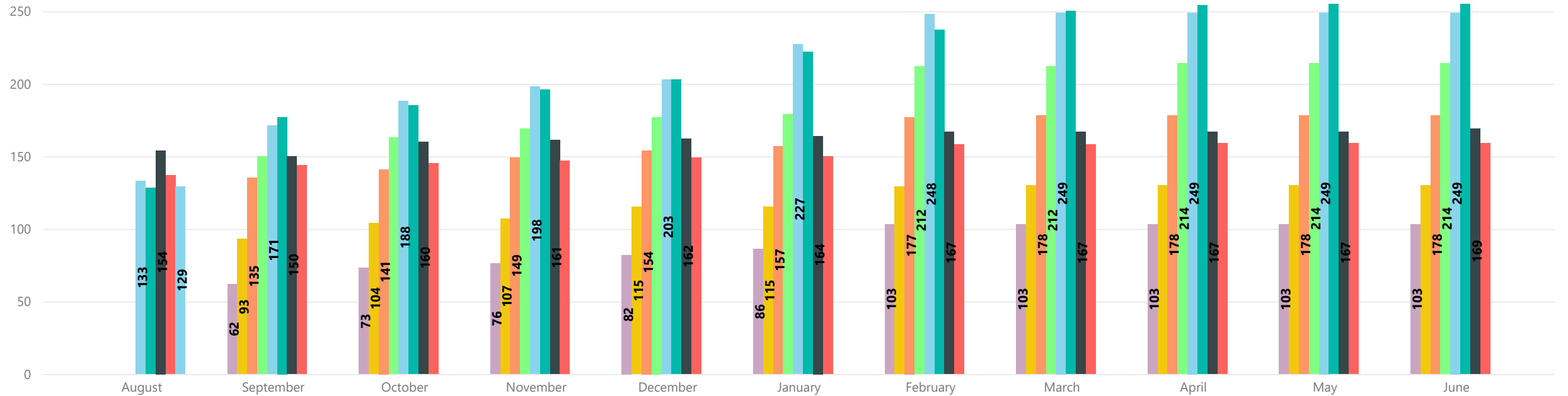
Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	137	125	128
Graduated		5	1
WD During School Year		23	
WD Prior To Engagement		8	

Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.29	1.26	1.23

Monthly Total Households

schoolYear ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



California Connections Academy North Bay

August 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	46	48	47
Not Hispanic or Latino	131	110	110

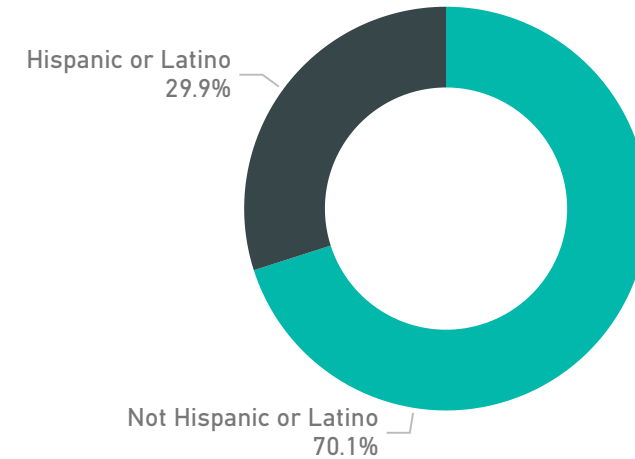
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	8	9	15
Asian	14	11	14
Black/African American	24	26	15
Native Hawaiian or Other Pacific Islander	9	9	9
White	148	128	127

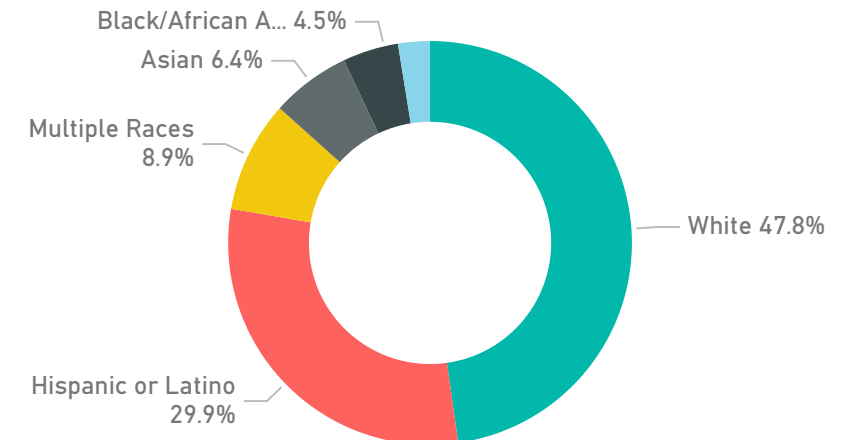
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	1	2	4
Asian	8	7	10
Black/African American	9	10	7
Hispanic or Latino	46	48	47
Multiple Races	17	14	14
Native Hawaiian or Other Pacific Islander	1	1	
White	95	76	75

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy North Bay

August 31, 2022

Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
F	93	78	80
M	84	80	77

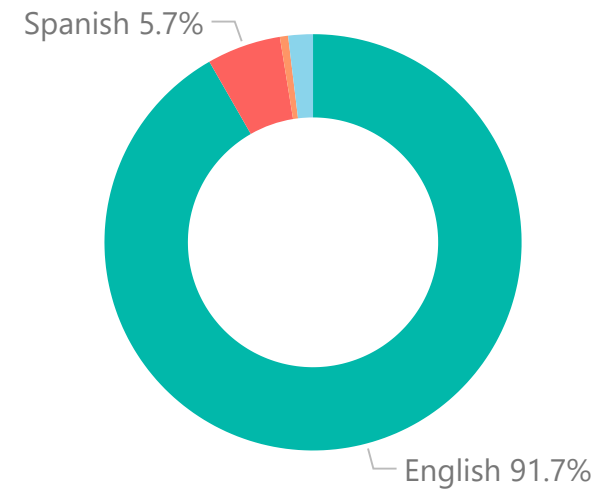
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	163	148	144
Spanish	4	5	9
Russian	1	1	1
Arabic	4	1	
Another Language	5	3	3

Enrolled Students by Gender



Enrolled Students by Language

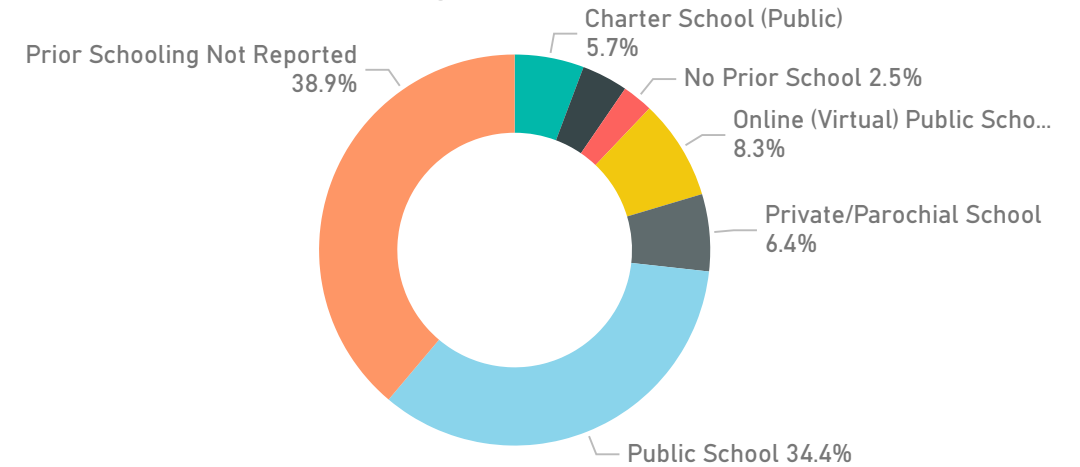


California Connections Academy North Bay August 31, 2022

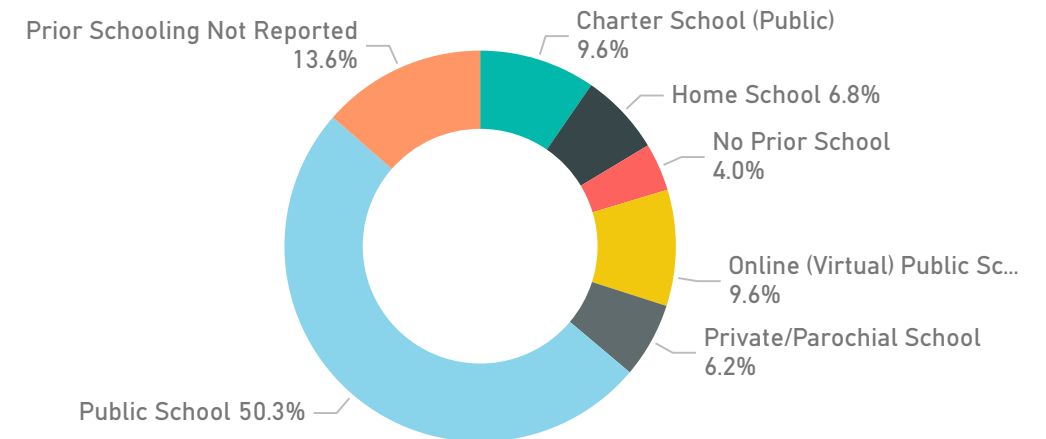
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	17	15	9
Home School	12	9	6
No Prior School	7	8	4
Online (Virtual) Public School	17	17	13
Private/Parochial School	11	11	10
Public School	89	84	54
Prior Schooling Not Reported	24	14	61

Prior Schooling August 31, 2022



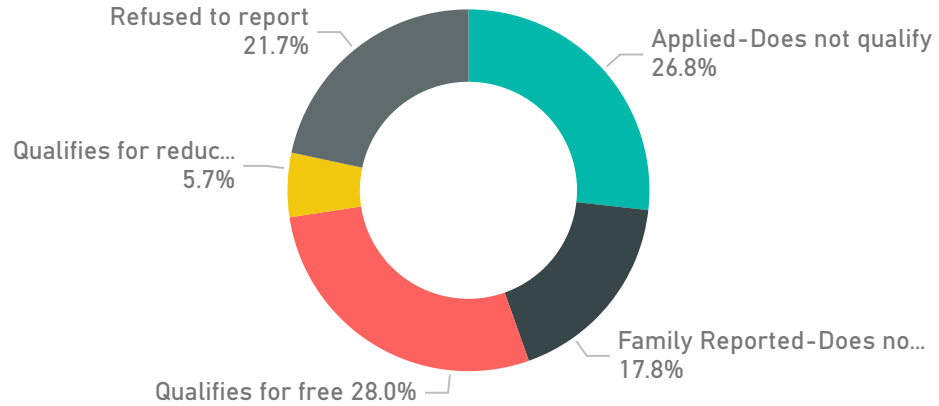
Prior Schooling August 31, 2021



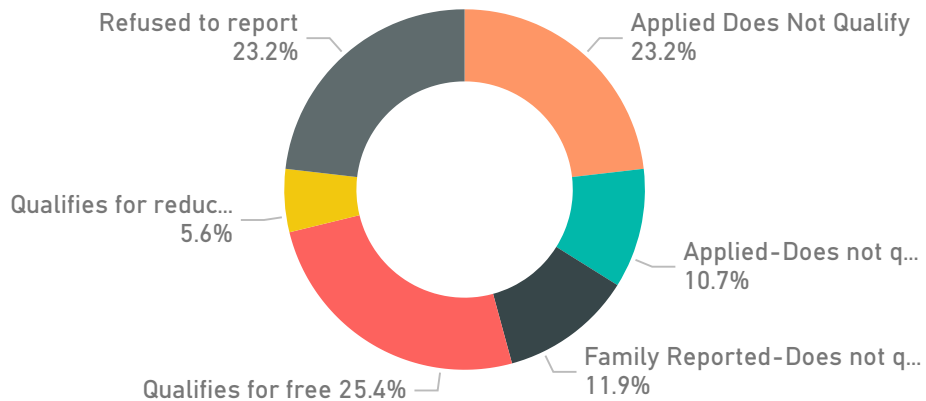
California Connections Academy North Bay

August 31, 2022

FARM Eligibility August 31, 2022

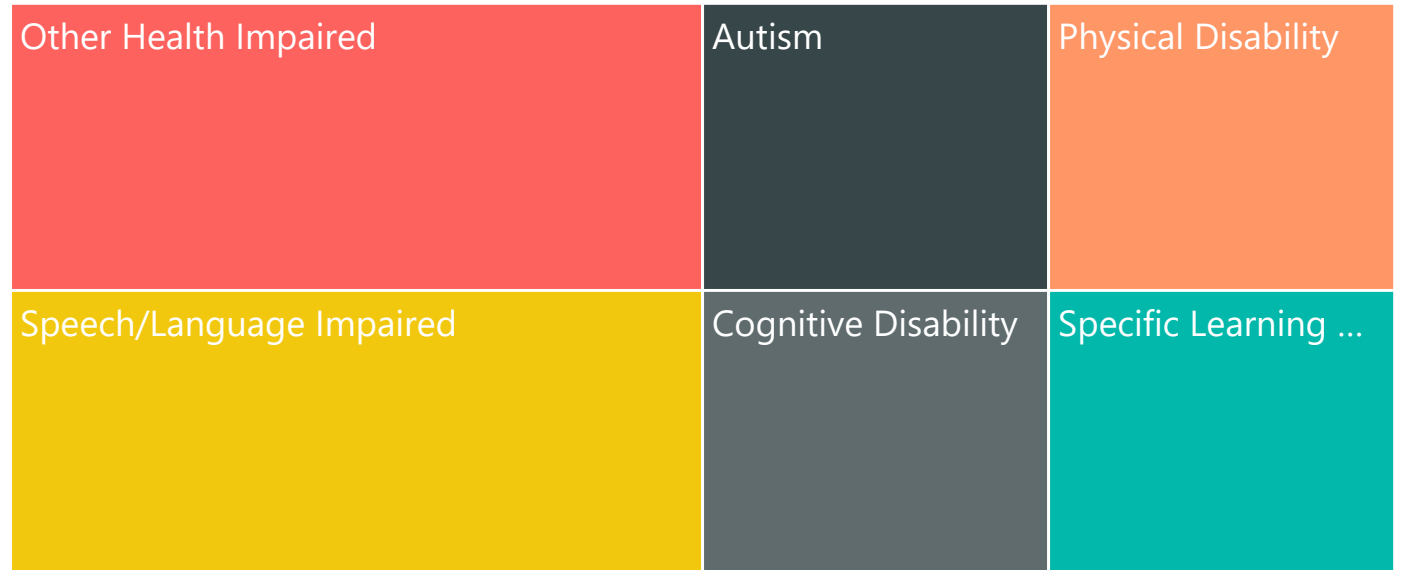


FARM Eligibility August 31, 2021



Disability

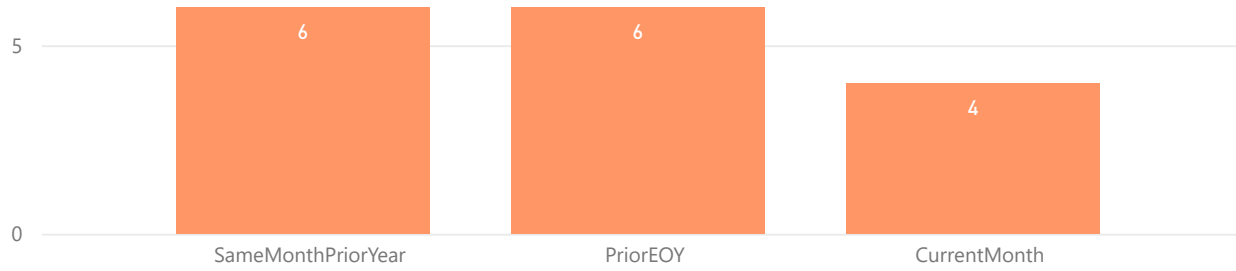
Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	1	1	1
Cognitive Disability	2	2	1
Other Health Impaired	1	1	2
Physical Disability			1
Specific Learning Disability	4	3	1
Speech/Language Impaired	2	3	2



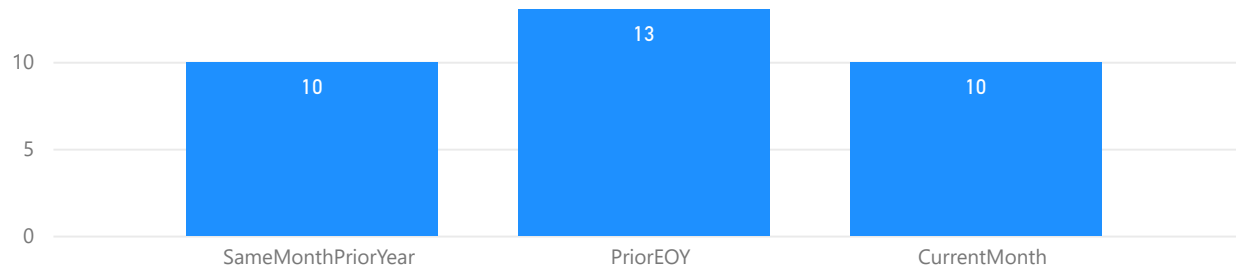
California Connections Academy North Bay

August 31, 2022

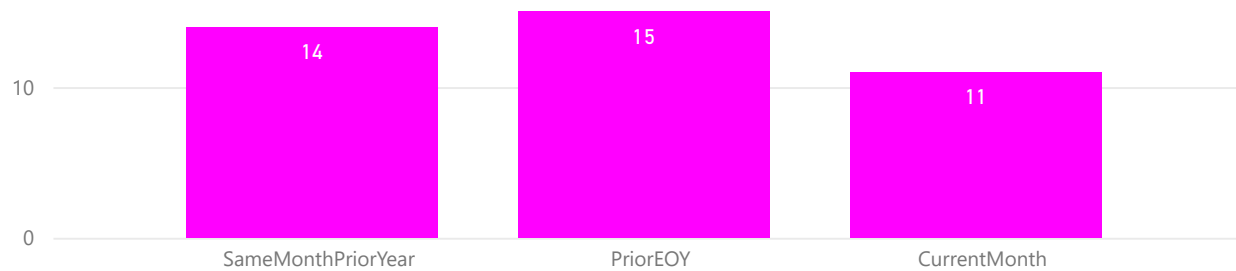
Gifted



Plan504



IEP



Currently Enrolled

157

Gifted

3%

Plan504

6%

IEP

7%

Not in Special Population

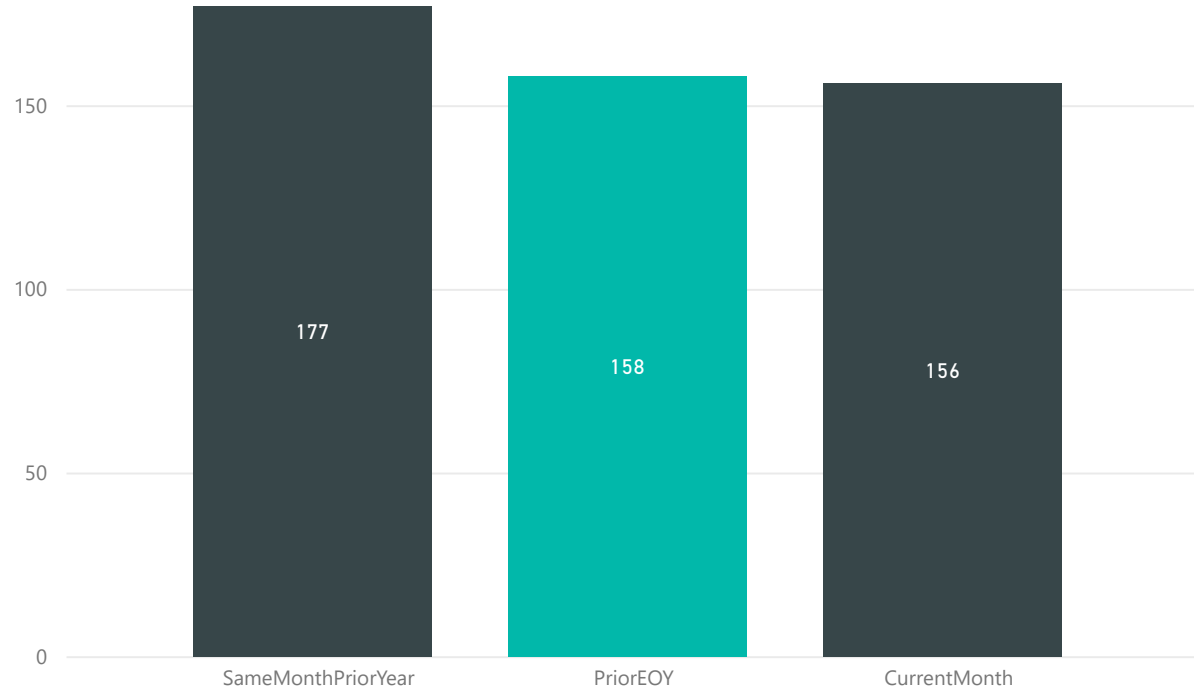
84%

California Connections Academy North Bay

August 31, 2022

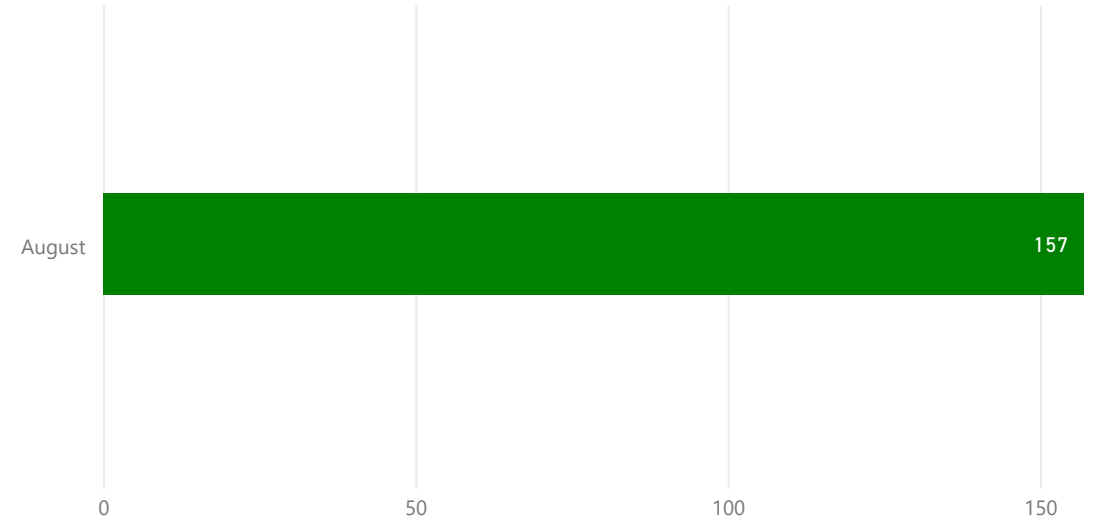
Contacts Per Week

ContactsPerWeekWithoutWebM... ● Met ● Not Met



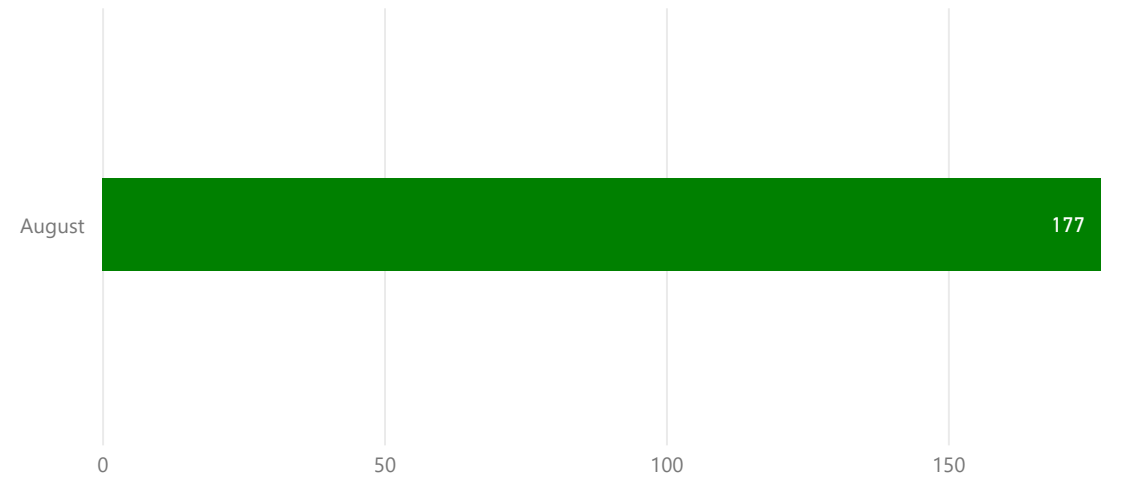
School Year: 2022-2023

AttendanceStatusAutomated ● On Track



School Year: 2021-2022

AttendanceStatusAutomated ● On Track



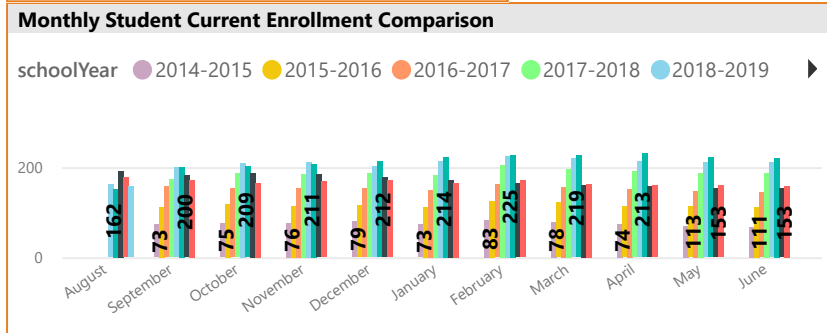
Currently Enrolled

157

Currently Enrolled	Total YTD Enrolled
157	158
Enrollment Services Complete (Stage 4)	
167	

California Connections Academy North Bay
August 31, 2022

Current Enrollment Month-Over-Month Change
N/A
Current Enrollment Year-Over-Year Change
-11%



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear	CurrentMonth
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	177	100%
Graduated	1	1%
Total	177	100%

New & Returning

ReportPeriod	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students
New	70	39.55%
Returning	107	60.45%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	137	128
Graduated		1

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.29	1.23

Grade Distribution

ReportPeriod	SameMonthPriorYear	CurrentMonth
GradeDistribution	Students	%CT Students
PK-2	23	13%
PK	1	1%
KG	9	5%
1	8	5%
2	5	3%
3-5	26	15%
3	9	5%
4	8	5%
5	9	5%
6-8	38	22%
6	8	5%
7	21	12%
8	9	5%
9-12	88	50%
9	10	6%
10	15	9%
11	20	17%
Total	175	100%

Withdrawal Reason

Withdrawal Reason ▲

California Connections Academy North Bay
August 31, 2022

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	93	80
M	84	77

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	163	144
Spanish	4	9
Russian	1	1
Arabic	4	
Another Language	5	3

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	1	1
Cognitive Disability	2	1
Other Health Impaired	1	2
Physical Disability		1
Specific Learning Disability	4	1
Speech/Language Impaired	2	2

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	6	4

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	10	10

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	14	11

Gifted	Plan504
3%	6%
IEP	Not in Special Population
7%	84%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	46	47
Not Hispanic or Latino	131	110

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	1	4
Asian	8	10
Black/African American	9	7
Hispanic or Latino	46	47
Multiple Races	17	14
Native Hawaiian or Other Pacific Islander	1	
White	95	75

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	8	15
Asian	14	14
Black/African American	24	15
Native Hawaiian or Other Pacific Islander	9	9
White	148	127

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	41	
Applied-Does not qualify	19	41
Family Reported-Does not qualify	19	26
Qualifies for free	42	39
Qualifies for reduced	9	9
Refused to report	37	34

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	17	9
Home School	12	6
No Prior School	7	4
Online (Virtual) Public School	17	13
Private/Parochial School	11	10
Public School	89	54
Prior Schooling Not Reported	24	61

California Connections Academy North Bay
August 31, 2022

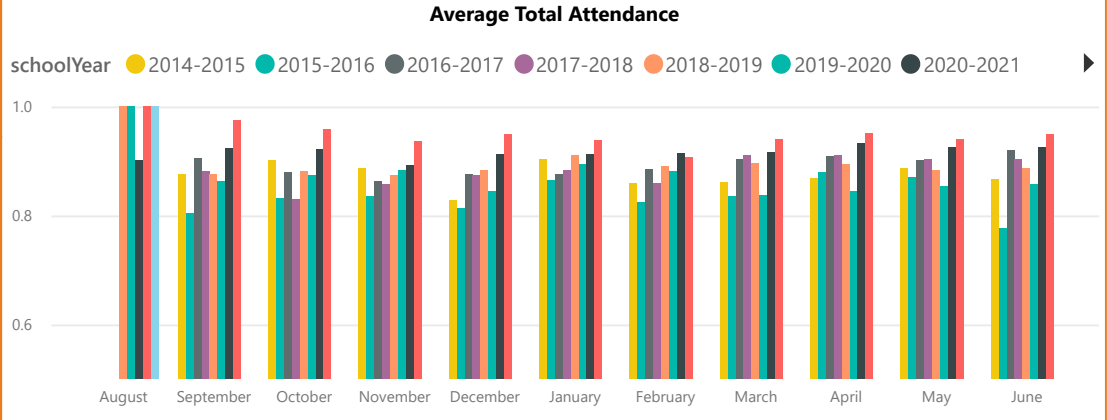
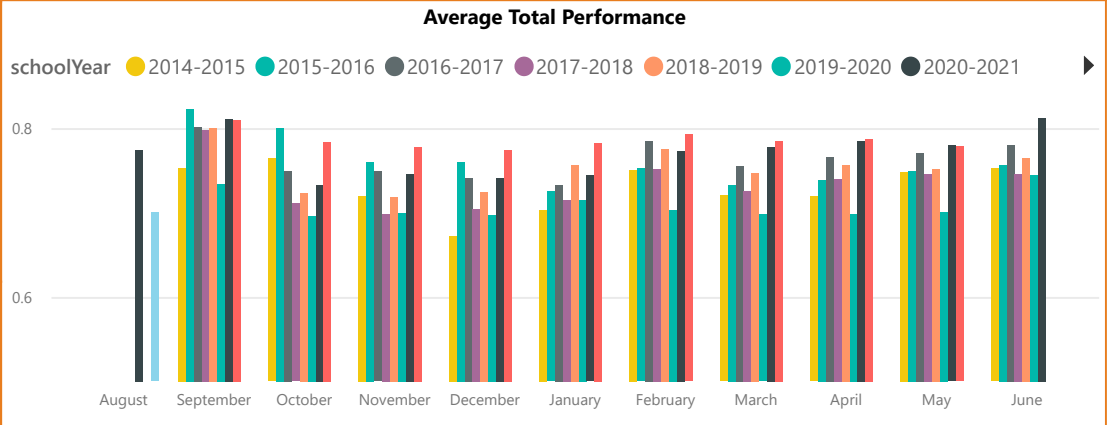
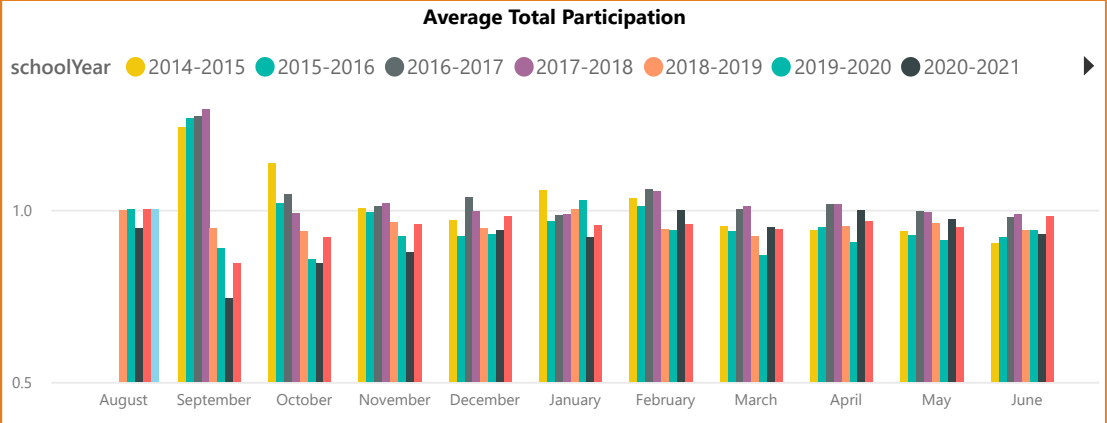
Contacts Per Week		
ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Not Met	177	156

Attendance Status		
AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	177	157

Average Participation		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

Average Performance	
GradeDistribution	CurrentMonth
9-12	70%
Total	70%

Average Attendance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy Southern California ▾

Report Date

August 31, 2022 ▾

Currently Enrolled

5088

Total YTD Enrolled

5090

Enrollment Services Complete (Stage 4)

5350

Enrolled Students by County



California Connections Academy Southern California

August 31, 2022

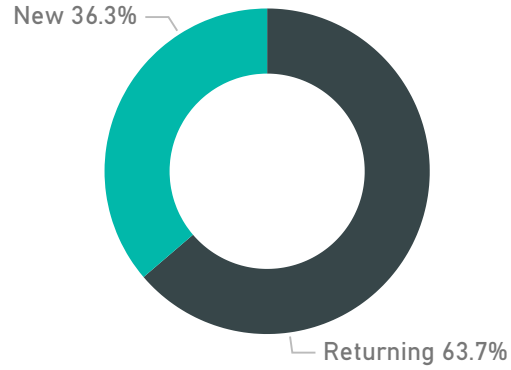
Current Enrollment Month-Over-Month Change

N/A

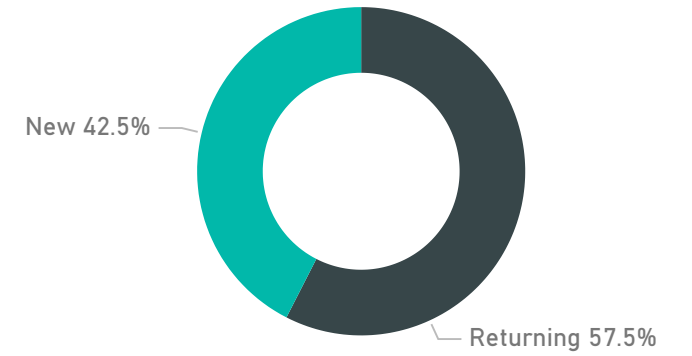
Current Enrollment Year-Over-Year Change

1%

New and Returning

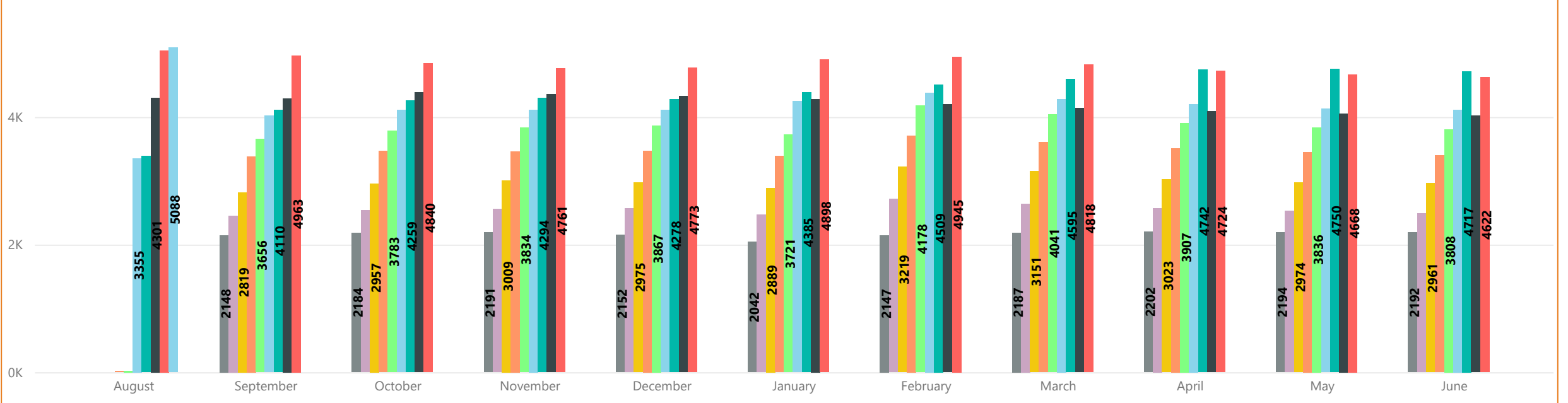


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

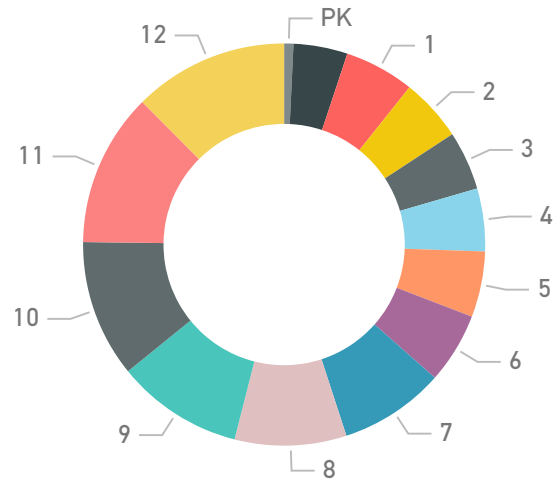
schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



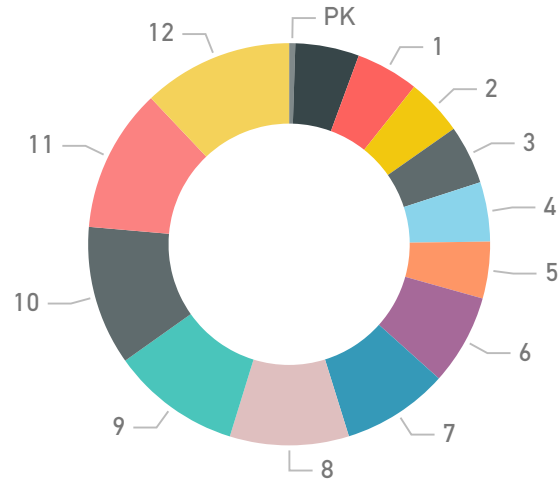
California Connections Academy Southern California

August 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

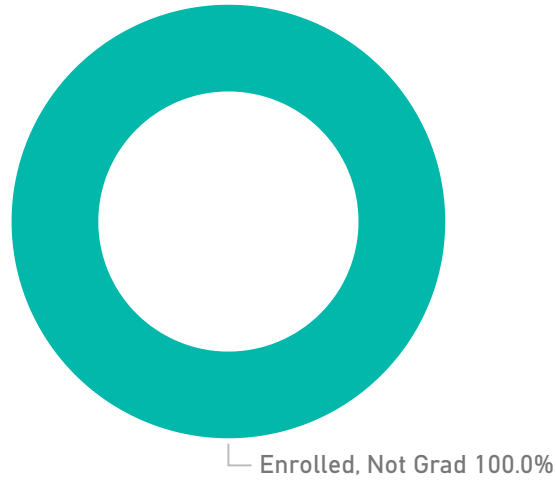


Grade Distribution

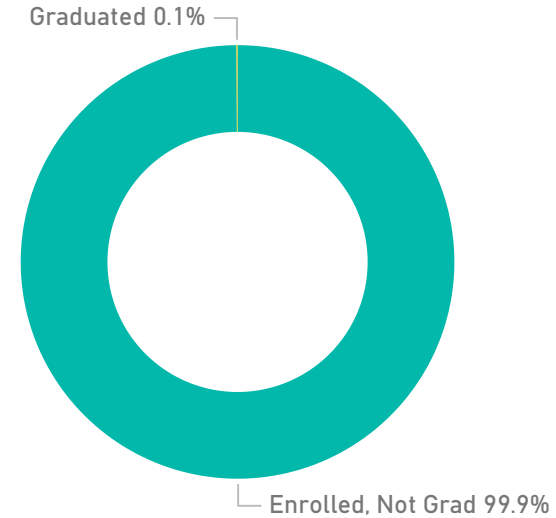
ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	770	15%	711	15%	802	16%
PK	25	0%	26	1%	38	1%
KG	259	5%	245	5%	221	4%
1	255	5%	231	5%	286	6%
2	231	5%	209	5%	257	5%
3-5	710	14%	659	14%	767	15%
3	239	5%	217	5%	241	5%
4	241	5%	236	5%	257	5%
5	230	5%	206	4%	269	5%
6-8	1282	25%	1163	25%	1177	23%
6	367	7%	335	7%	289	6%
7	432	9%	383	8%	431	8%
8	483	10%	445	10%	457	9%
9-12	2281	45%	2089	45%	2342	46%
9	525	10%	496	11%	518	10%
10	565	11%	558	12%	562	11%
11	583	12%	569	12%	628	12%
12	608	12%	466	10%	634	12%
Total	5043	100%	4622	100%	5088	100%

California Connections Academy Southern California
 August 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	5043	100%	4622	80%	5090	100%
Graduated	4	0%	166	3%		
Prior To Engagement			302	5%		
Withdrawal During School Year			672	12%		
Total	5047	100%	5762	100%	5090	100%

Enrollment Services Complete (Stage 4)
5350

California Connections Academy Southern California
August 31, 2022

Withdrawal Reason

WD Reason	PriorEOY
	22
Another Reason	24
Different/Better Schooling Option (Not related to socialization)	54
Generally dissatisfied with curriculum/course options	5
Inactivity	98
No longer able to provide a Learning Coach	12
No Reason Given	185
Program not flexible enough	2
Program takes too much of Learning Coach's time	13
Program takes too much of student's time	11
Pursuing GED	12
Required Documentation Incomplete	1
Student wants more socialization	66
The curriculum is too hard	12
Transition to virtual school too difficult	18
Unhappy with the school	4
We are moving	98
We have chosen to home school	35

California Connections Academy Southern California

August 31, 2022

Household Data

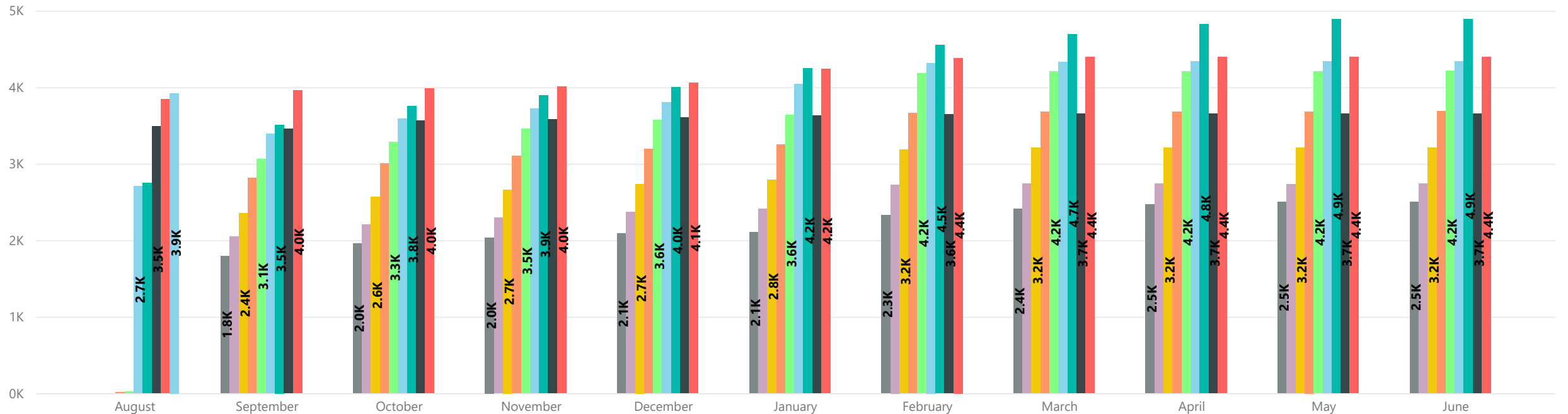
Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	3842	3557	3920
Graduated	4	164	
WD During School Year		528	
WD Prior To Engagement		260	

Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.31	1.30	1.30

Monthly Total Households

schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023



California Connections Academy Southern California

August 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	2100	1955	2266
Not Hispanic or Latino	2933	2657	2814

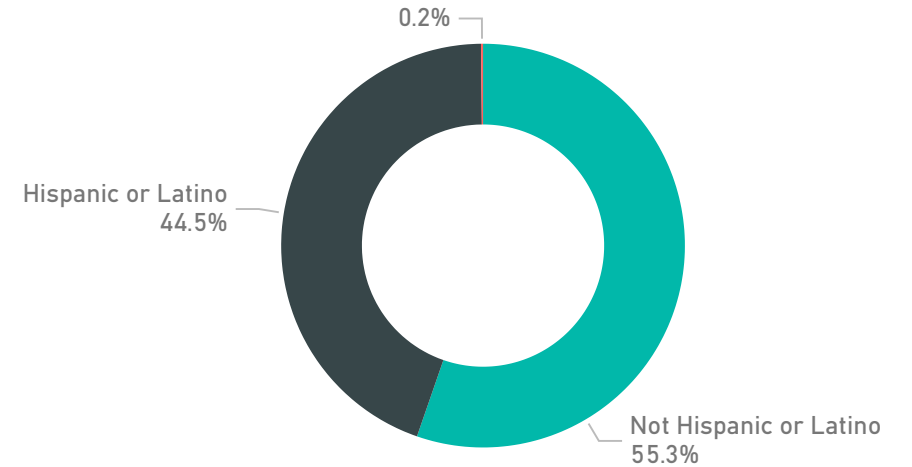
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	375	358	450
Asian	655	590	636
Black/African American	1045	988	1095
Native Hawaiian or Other Pacific Islander	166	149	185
White	3490	3151	3414

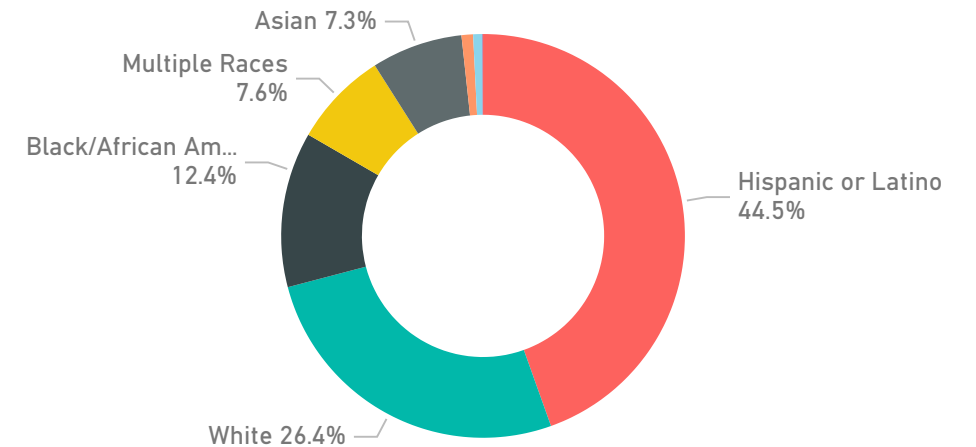
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	35	36	37
Asian	379	336	371
Black/African American	604	584	633
Hispanic or Latino	2100	1955	2266
Multiple Races	420	380	389
Native Hawaiian or Other Pacific Islander	41	41	47
Not Indicated	3	3	3
Parent refused to report race	1	1	1
White	1460	1286	1342

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Southern California August 31, 2022

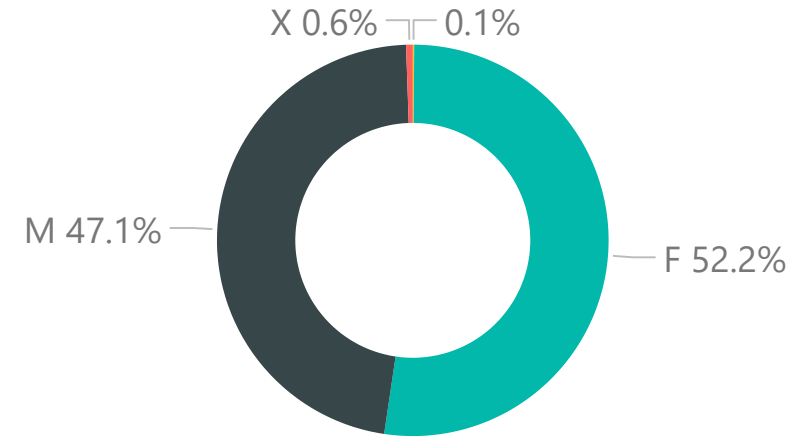
Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
	4	5	6
F	2641	2420	2657
M	2378	2182	2397
Nonbinary	18	1	
X	2	14	28

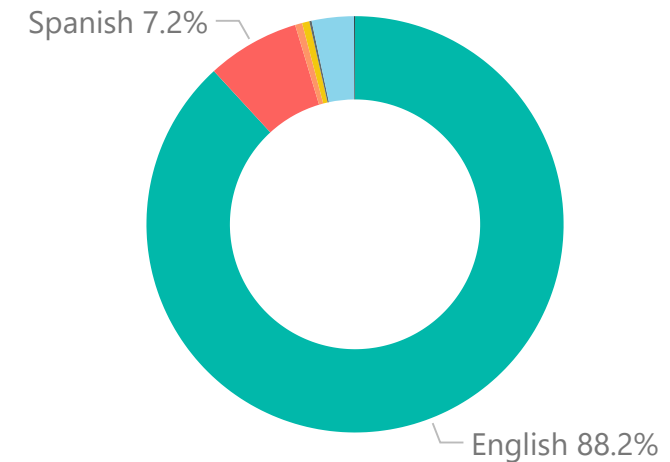
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	4468	4099	4486
Spanish	340	305	366
Russian	31	32	28
Arabic	24	20	29
Urdu	5	2	9
Another Language	168	157	166
No Language Reported	7	7	4

Enrolled Students by Gender



Enrolled Students by Language

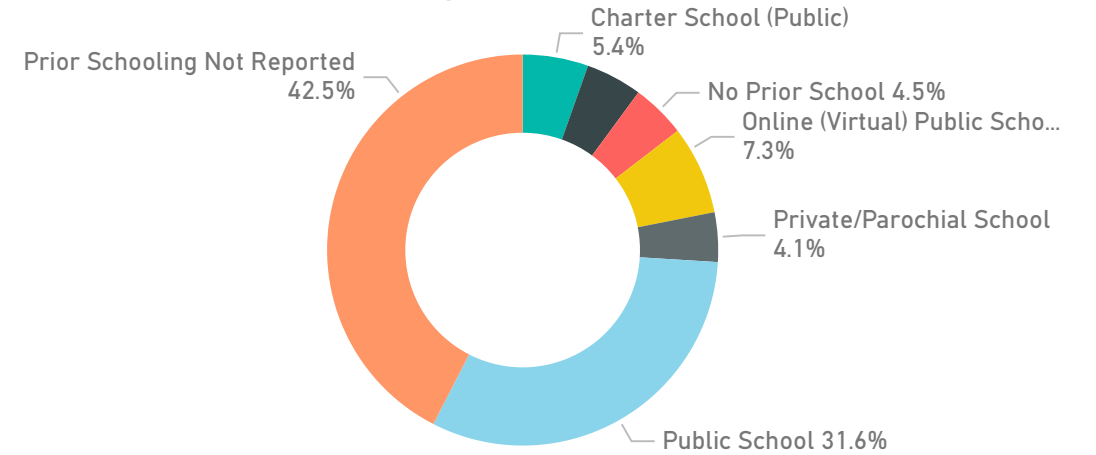


California Connections Academy Southern California August 31, 2022

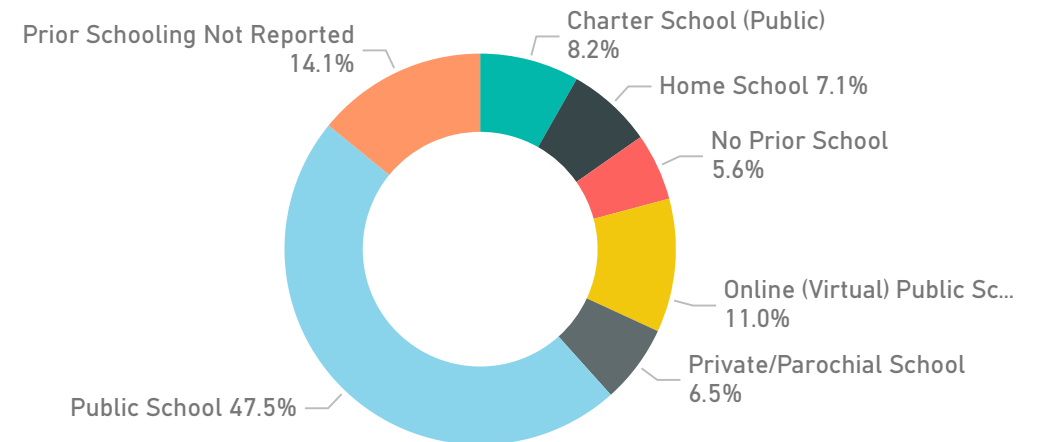
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	414	389	276
Home School	357	317	237
No Prior School	280	273	228
Online (Virtual) Public School	557	526	373
Private/Parochial School	327	286	208
Public School	2397	2251	1606
Prior Schooling Not Reported	711	580	2160

Prior Schooling August 31, 2022



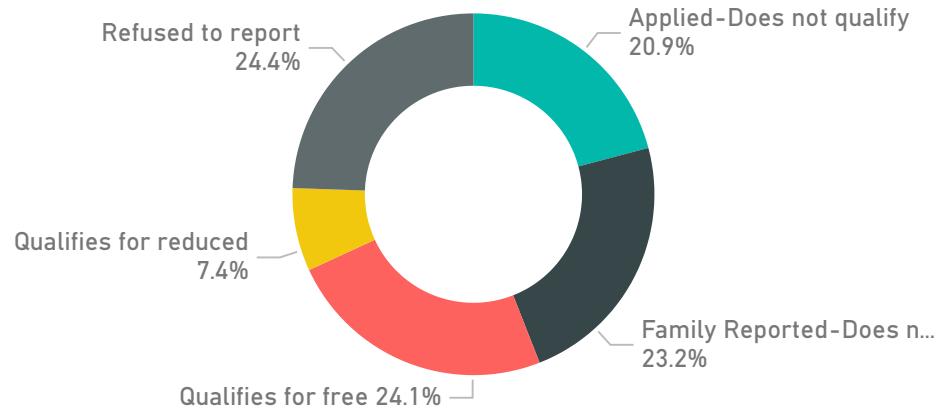
Prior Schooling August 31, 2021



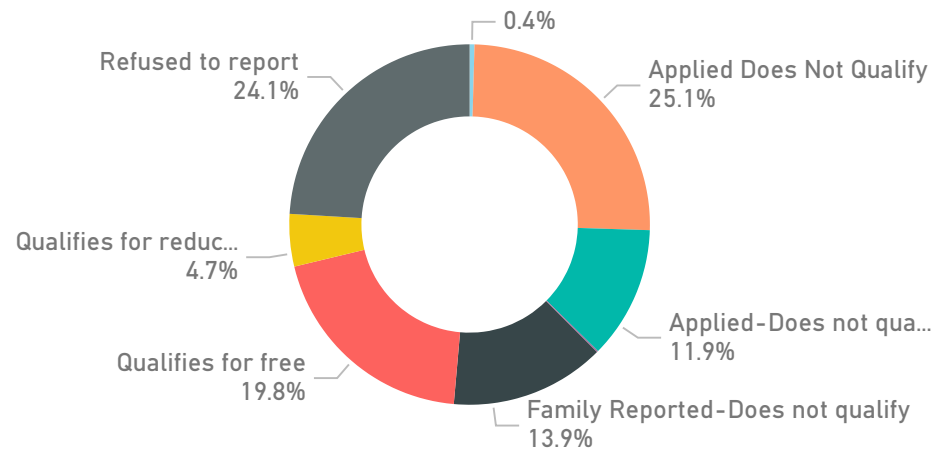
California Connections Academy Southern California

August 31, 2022

FARM Eligibility August 31, 2022

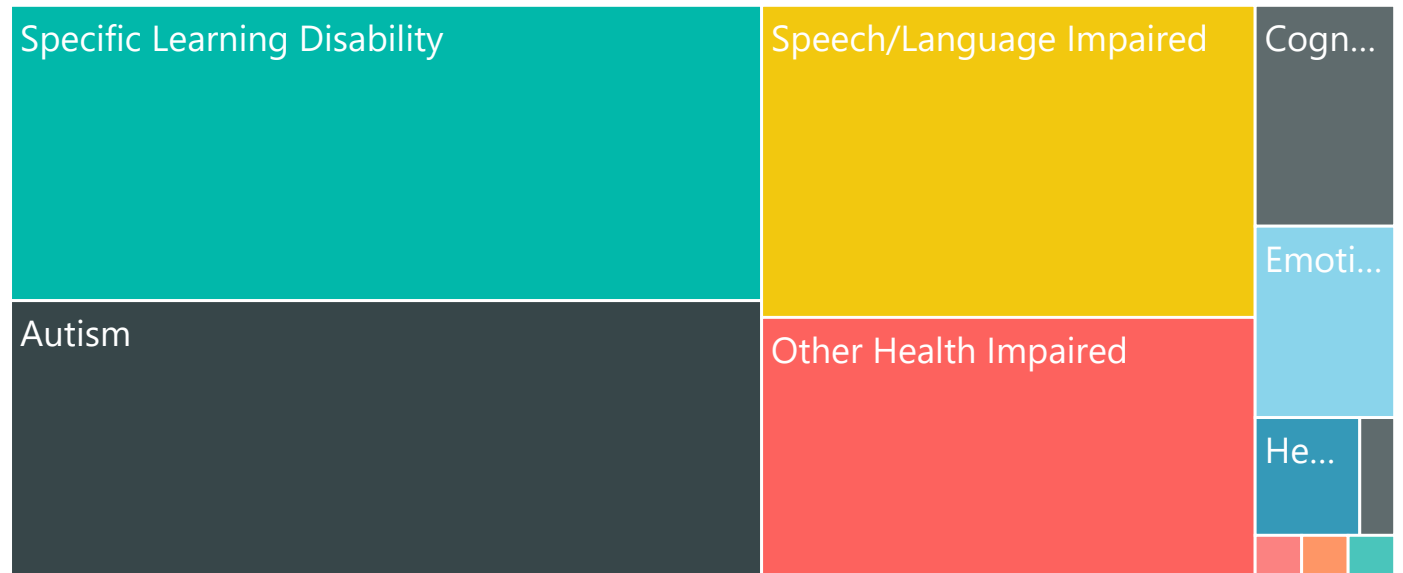


FARM Eligibility August 31, 2021



Disability

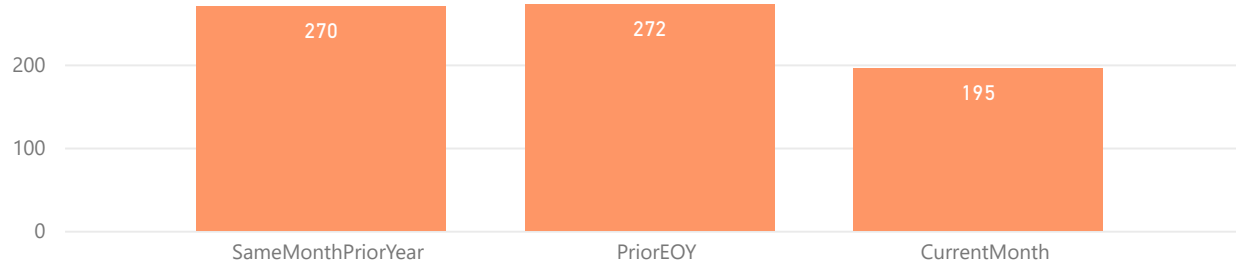
Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	96	100	102
Cognitive Disability	12	12	15
Emotionally Impaired	20	15	13
Hearing Impaired	5	7	6
Multiple Disabilities		1	1
Other Health Impaired	91	76	63
Physical Disability	3	2	1
Specific Learning Disability	128	115	108
Speech/Language Impaired	61	87	75
Traumatic Brain Injury	1	1	1
Visually Impaired	3	2	2



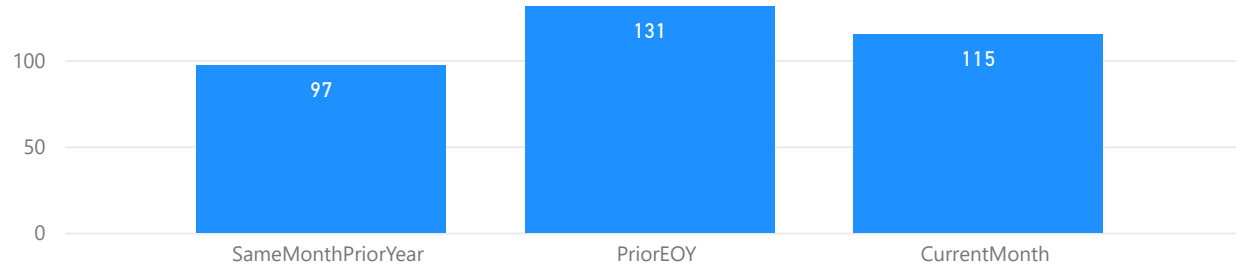
California Connections Academy Southern California

August 31, 2022

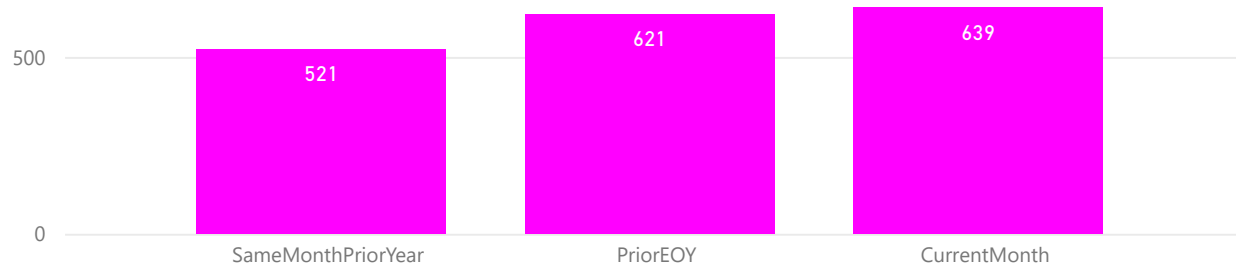
Gifted



Plan504



IEP



Currently Enrolled

5088

Gifted

4%

Plan504

2%

IEP

13%

Not in Special Population

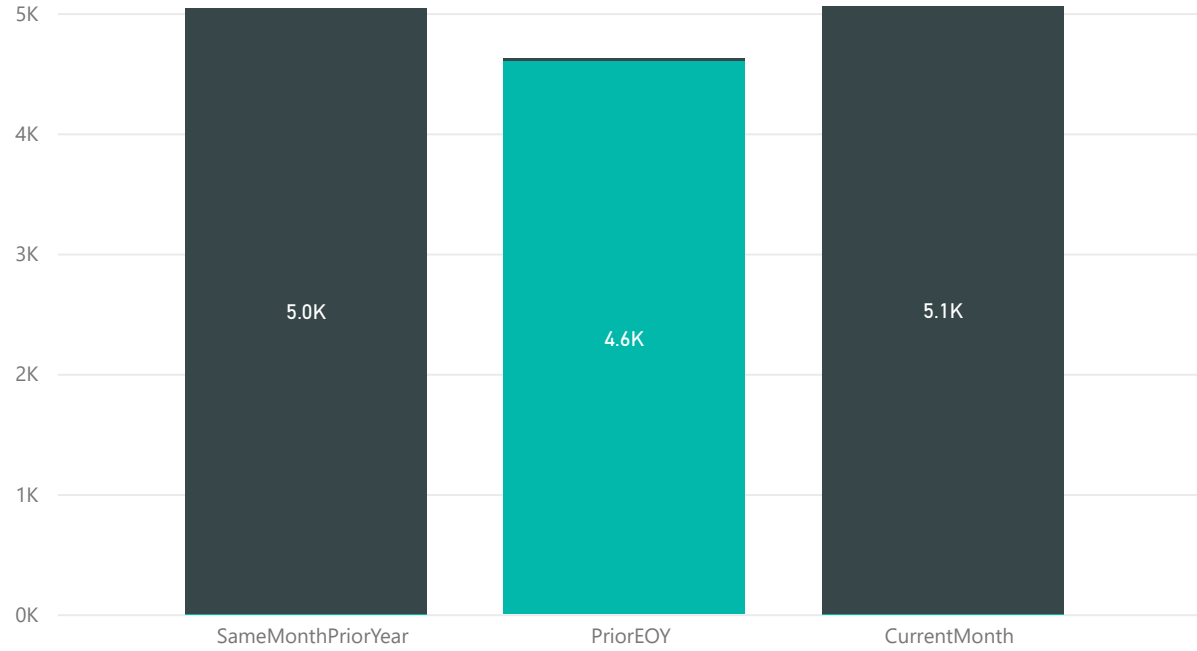
82%

California Connections Academy Southern California

August 31, 2022

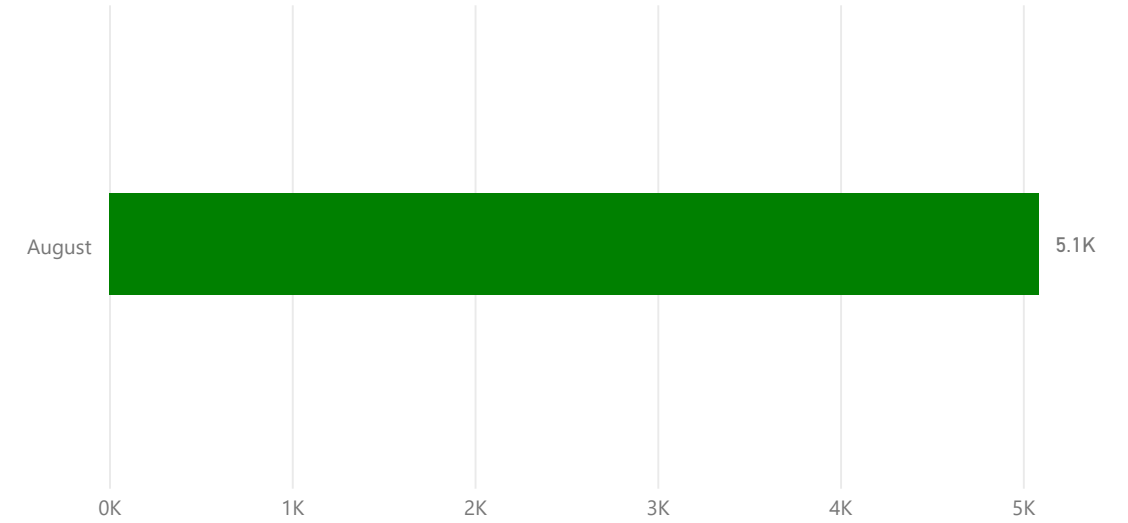
Contacts Per Week

ContactsPerWeekWithoutWebM... ● Met ● Not Met



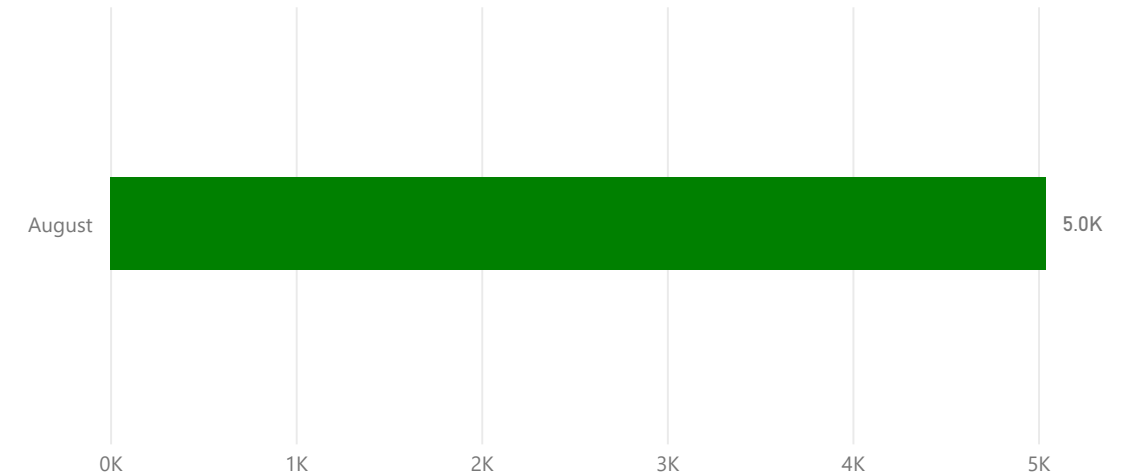
School Year: 2022-2023

AttendanceStatusAutomated ● On Track



School Year: 2021-2022

AttendanceStatusAutomated ● On Track



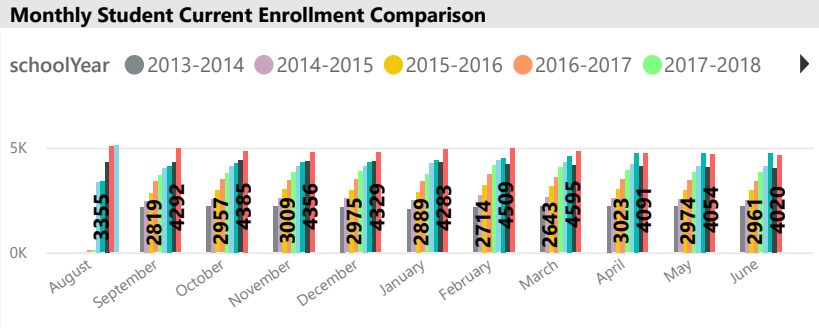
Currently Enrolled

5088

Currently Enrolled	Total YTD Enrolled
5088	5090
Enrollment Services Complete (Stage 4)	
5350	

California Connections Academy Southern Califo...
August 31, 2022

Current Enrollment Month-Over-Month Change
N/A
Current Enrollment Year-Over-Year Change
1%



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear	CurrentMonth
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	5043	100%
Graduated	4	0%
Total	5047	100%

ReportPeriod	SameMonthPriorYear	CurrentMonth
Withdrawal Category	Student Count	%CT Student Count
Enrolled, Not Grad	5090	100%
Graduated	0	0%
Total	5090	100%

New & Returning

ReportPeriod	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students
New	2142	42.47%
Returning	2901	57.53%

ReportPeriod	SameMonthPriorYear	CurrentMonth
New or Returning	Students	%CT Students
New	1845	36.26%
Returning	3243	63.74%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	3842	3920
Graduated	4	

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.31	1.30

Grade Distribution

ReportPeriod	SameMonthPriorYear	CurrentMonth
GradeDistribution	Students	%CT Students
PK-2	770	15%
PK	25	0%
KG	259	5%
1	255	5%
2	231	5%
3-5	710	14%
3	239	5%
4	241	5%
5	230	5%
6-8	1282	25%
6	367	7%
7	432	9%
8	483	10%
9-12	2281	45%
9	525	10%
10	565	11%
11	582	12%
Total	5043	100%

ReportPeriod	SameMonthPriorYear	CurrentMonth
GradeDistribution	Students	%CT Students
PK-2	802	16%
PK	38	1%
KG	221	4%
1	286	6%
2	257	5%
3-5	767	15%
3	241	5%
4	257	5%
5	269	5%
6-8	1177	23%
6	289	6%
7	431	8%
8	457	9%
9-12	2342	46%
9	518	10%
10	562	11%
11	628	12%
Total	5088	100%

Withdrawal Reason

Withdrawal Reason ▲

**California Connections Academy Southern Califo...
August 31, 2022**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	4	6
F	2641	2657
M	2378	2397
Nonbinary	18	
X	2	28

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	4468	4486
Spanish	340	366
Russian	31	28
Arabic	24	29
Urdu	5	9
Another Language	168	166
No Language Reported	7	4

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	96	102
Cognitive Disability	12	15
Emotionally Impaired	20	13
Hearing Impaired	5	6
Multiple Disabilities		1
Other Health Impaired	91	63
Physical Disability	3	1
Specific Learning Disability	128	108
Speech/Language Impaired	61	75
Traumatic Brain Injury	1	1
Visually Impaired	3	2

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	270	195

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	97	115

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	521	639

Gifted	Plan504
4%	2%
IEP	Not in Special Population
13%	82%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	2100	2266
Not Hispanic or Latino	2933	2814

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	35	37
Asian	379	371
Black/African American	604	633
Hispanic or Latino	2100	2266
Multiple Races	420	389
Native Hawaiian or Other Pacific Islander	41	47
Not Indicated	3	3
Parent refused to report race	1	
White	1460	1342

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	375	450
Asian	655	636
Black/African American	1045	1095
Native Hawaiian or Other Pacific Islander	166	185
White	3490	3414

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	1243	
Applied-Does not qualify	510	971
Bad override	6	
Family Reported-Does not qualify	618	1108
Qualifies for free	888	1127
Qualifies for reduced	215	344
Refused to report	1122	1151

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	414	276
Home School	357	237
No Prior School	280	228
Online (Virtual) Public School	557	373
Private/Parochial School	327	208
Public School	2397	1606
Prior Schooling Not Reported	711	2160

California Connections Academy Southern Califo...
August 31, 2022

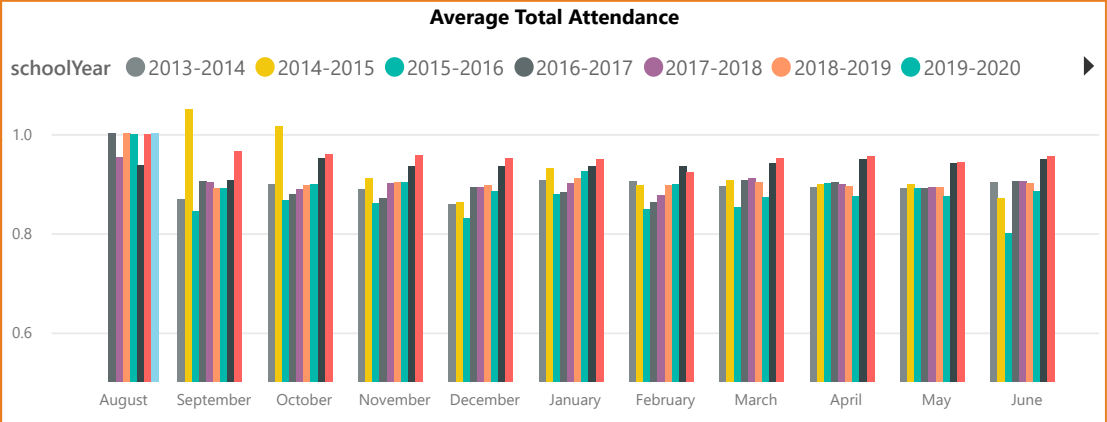
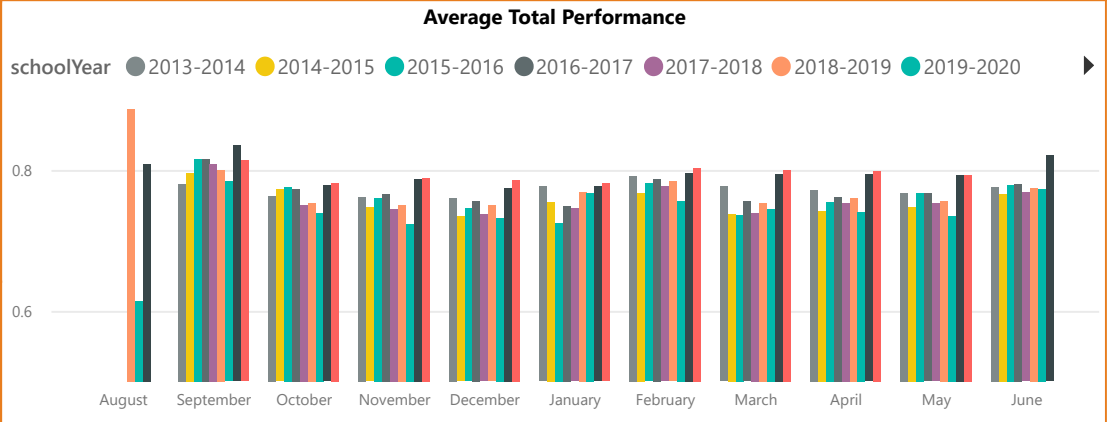
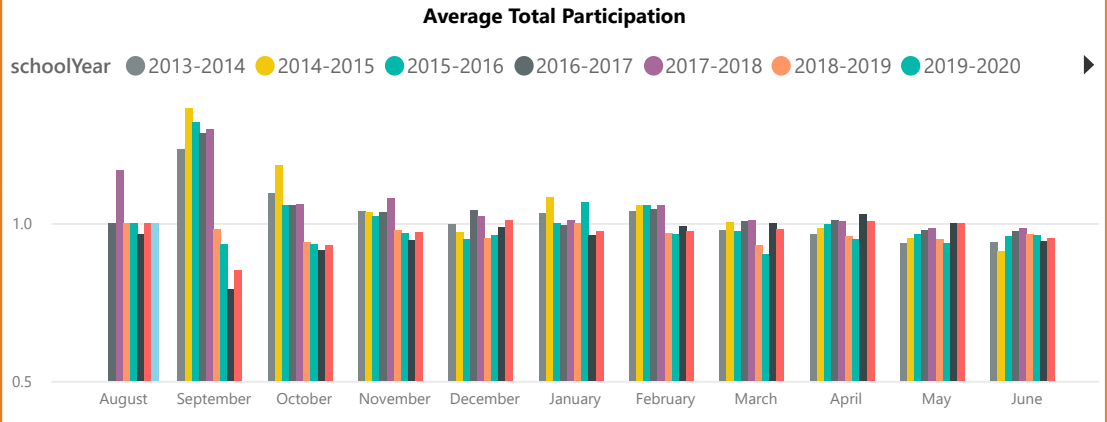
Contacts Per Week		
ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3	2
Not Met	5038	5055

Attendance Status		
AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	5043	5088

Average Participation		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

Average Performance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
Total		

Average Attendance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%





Principals' Report
California Connections Academy Schools
2022-23

Month for Report: September
Enrollment Update

DATA as of September 13, 2022

	SoCal	NorCal	Central Valley	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled	5180	1771	717	155	121	458	8402
Approved	65	22	2	0	2	7	98
Pre-Approved	1383	516	359	68	68	126	2520
Applicant	3513	1232	681	174	145	329	6074

Festivals Dates:

Northern Fall Festival 9/22/22

Southern Fall Festival 9/29/2022

Central Fall Festival 10/6/2022



Outreach Update

“Welcome to School” video was sent to all new caretakers the week of 8/22 and 8/29; the video is designed to make them feel welcome, introduce several school leaders and to set expectations for the upcoming school year.

New parent FAQ resources have been updated for the new school year in English, Spanish and Arabic.

Summer information session webinars were well attended and for September will take place on September 13th and 20th at 5:00 pm PST.

Northern California 10-year Anniversary celebration will take place in the Ripon office on Wednesday, October 5th at 4:00 PM

Our back to school press release was shared with publications statewide on September 6th.



SITE REPORTS

Northern Region:

Kara Mannix, High School Principal

Site Administrator for Monterey Bay, North Bay, and Ripon

The high school team is off and running! We had great success with both welcome call completion as well as MAP testing completion, ensuring our students are off to a strong start of the year. With start up tasks behind us, we are moving into the daily routine of lessons and homeroom calls. Fall Festivals start up soon with HS English teacher Evan Slead leading the charge this year, and we're very excited that the Northern Region has grown enough to be hosting the festival at the Alameda County Fairgrounds this year!

Central Region:

Marcus White, Elementary Principal

Site Administrator for Central and Central Coast

Greetings From Elementary,

We are off to an amazing start to our school year. Elementary is serving more students than ever before. We did an outstanding job welcoming returning and new families to our school. Currently, we are working on establishing positive relationships and routines. Additionally, we are completing asynchronous and synchronous assessments in order to get to know our students academically. We could not be more excited about the progress our students are going to make this year.



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

The school year is off to a tremendous start. Our school continues to grow and evolve in our practices, prioritizing our relationships with family and a commitment to grow and improve our virtual teaching practices. The Southern region was honored to host our staff at the back to school kick-off. We were incredibly fortunate to be able to have Ron Clark address our team, inspiring us to hold our students, and each other, to the highest standards. This can be seen with our overall schoolwide welcome call completion rate of 97%.

Settling into the 22/23 school year means engaging with our families at the three festivals. This is such a special time to us all, as we get to meet those that we serve. We continue to foster the relationships that we are furthering, with our returning households, and building with our newest additions.

**California Online Public Schools
Revenue and Expense Statement
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Enrollment						
ADM				8,341	8,341	0
Total Enrollment				11,491	11,491	0
Funded Enrollment				8,204	8,204	0
Revenue						
State Funding	-	-	-	49,289,756.50	49,289,756.50	-
Federal & Other Program Funding	-	-	-	7,800,951.97	7,800,951.97	-
Local Aid	-	-	-	48,041,516.27	48,041,516.27	-
Other Funding Sources	2,890.42	1,875.20	4,765.62	20,754.12	20,700.00	54.12
Total Revenue	2,890.42	1,875.20	4,765.62	105,152,978.86	105,152,924.74	54.12
Program Expenses						
Compensation Expense						
Administration Staff	461,984.64	492,931.48	954,916.12	6,211,418.10	6,296,100.42	84,682.32
Instructional Staff	303,629.71	527,994.57	831,624.28	35,654,440.29	35,864,836.17	210,395.88
Total Compensation Expense	765,614.35	1,020,926.05	1,786,540.40	41,865,858.39	42,160,936.59	295,078.20
Fee Based Expenses						
Enrollment/Unit Based Fees	2,163,600.67	2,142,250.65	4,305,851.32	29,079,478.74	29,047,044.66	(32,434.08)
Revenue Based Fees	693,519.00	693,518.99	1,387,037.99	8,322,228.12	8,322,228.08	(0.04)
Total Fee Based Expenses	2,857,119.67	2,835,769.64	5,692,889.31	37,401,706.85	37,369,272.74	(32,434.11)
Other School Expenses						
Assessment	3,702.12	69,936.30	73,638.42	1,314,683.70	1,278,276.42	(36,407.28)
Authorizer Oversight	99,413.44	99,413.43	198,826.87	1,192,961.44	1,192,961.42	(0.02)
Employee Related	135,389.98	85,553.56	220,943.54	1,420,227.65	1,420,227.65	-
Facilities	38,775.07	65,700.35	104,475.42	1,228,429.35	1,228,429.35	-
Governance	12,862.43	31,760.04	44,622.47	186,581.19	190,124.80	3,543.61
Internet Service Provider	-	-	-	443,795.94	443,795.94	-
Instructional	59,106.00	108,016.11	167,122.11	883,333.40	883,333.40	-
Professional Services	70,108.28	54,787.92	124,896.20	612,180.95	611,679.51	(501.44)
Student Related	185,467.08	458,117.28	643,584.36	6,812,606.94	6,812,606.94	-
Other (Income) and Expense	-	(84,581.00)	(84,581.00)	(84,581.00)	-	84,581.00
Taxes	47,812.03	47,700.26	95,512.29	660,663.16	578,454.43	(82,208.73)
Pending Allocation	26,594.45	527,887.57	554,482.02	-	-	-
Total Other School Expenses	679,230.88	1,464,291.82	2,143,522.70	14,670,882.72	14,639,889.86	(30,992.86)
Total Program Expenses	4,301,964.89	5,320,987.51	9,622,952.41	93,938,447.96	94,170,099.19	231,651.23
Net Increase (Decrease)	(4,299,074.47)	(5,319,112.31)	(9,618,186.79)	11,214,530.90	10,982,825.55	231,705.35
Beginning fund balance	14,251,736.90	13,908,121.93	14,251,736.90	14,251,736.90	12,272,681.06	
Ending fund balance	9,952,662.42	8,589,009.61	4,633,550.11	25,466,267.80	19,459,391.58	

**California Online Public Schools
Balance Sheet
August 31, 2022**

ASSETS

Cash and Short Term Investments:

Checking	\$	1,108,831.03
Payroll		2,010,766.92
CALOPS - Operating		8,251,774.85
CALOPS - Holding		8,752,386.92
Savings - CALOPS		2,857,541.18
State Holding Account		1,103,708.48
OCDE Cash Account		2,066,747.76
Petty Cash		568.75

Total Cash and Short Term Investments	26,152,325.89
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Other Current Assets:

Pupil Funding	(1,126,500.95)
SPED Funding State	(216,649.87)
Other State Receivables	(282,793.40)
Federal Programs	713,067.00
Due from CalOPS Schools	(0.02)
Chase-JP Morgan Receivable	3,030.00
Prepaid Expenses	236,555.89

Total Other Current Assets	(673,291.35)
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Total Current Assets	25,479,034.54
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Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(8,311.22)

Net Fixed Assets	24,210.28
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Other Assets:

Deposits	20,387.30
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Total Other Assets	20,387.30
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Total Assets	\$ 25,523,632.12
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**California Online Public Schools
Balance Sheet
August 31, 2022**

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	14,682,596.60
CalOPS Payroll Liability		30,114.68
CalOPS Pass Through Expense Liability		6,395.78
Pension Payable		94,396.94
Accrued Expenses		44,345.21
Accrued Credit Card Expenses		554,482.02
Deferred Rent		41,840.00
Deferred Revenue		1,700,276.45
Accounts Payable		3,735,634.34

Total Current Liabilities		20,890,082.02
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Total Liabilities		20,890,082.02
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FUND BALANCE

Beginning Fund Balance	14,251,736.90
Change in Fund Balance	(9,618,186.79)

Ending Fund Balance		4,633,550.11
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Total Liabilities and Fund Balance	\$	25,523,632.12
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**California Connections Academy Central Coast
Revenue and Expense Statement
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Forecast	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				104	104	-	0.00%
Forecasted Total Enrollment				154	154	-	0.00%
Forecasted Funded Enrollment				104	104	-	0.00%
Revenue							
State Funding	-	-	-	389,812.34	389,812.34	-	0.00%
Federal & Other Program Funding	-	-	-	9,550.00	9,550.00	-	0.00%
Local Aid	-	-	-	843,272.89	843,272.89	-	0.00%
Other Funding Sources	1,091.02	-	1,091.02	500.00	500.00	-	0.00%
Total Revenue	1,091.02	-	1,091.02	1,243,135.23	1,243,135.23	-	0.00%
Program Expenses							
Compensation Expense							
Administration Staff	5,774.09	6,160.88	11,934.98	77,737.65	79,687.51	1,949.86	-2.45%
Instructional Staff	2,121.76	4,925.97	7,047.73	442,279.15	453,928.47	11,649.32	-2.57%
Total Compensation Expense	7,895.85	11,086.85	18,982.71	520,016.80	533,615.98	13,599.18	2.55%
Fee Based Expenses							
Enrollment/Unit Based Fees	28,190.41	27,923.58	56,113.99	373,279.95	359,174.01	(14,105.94)	3.93%
Revenue Based Fees	8,196.33	8,196.33	16,392.66	98,356.02	98,356.02	-	0.00%
Total Fee Based Expenses	36,386.74	36,119.91	72,506.65	471,635.97	457,530.03	(14,105.94)	-3.08%
Other School Expenses							
Assessment	46.17	10.05	56.22	11,671.59	11,671.59	-	0.00%
Authorizer Oversight	1,207.27	1,207.27	2,414.54	14,487.28	14,487.27	-	0.00%
Employee Related	1,692.17	1,069.27	2,761.44	17,750.65	17,750.65	-	0.00%
Facilities	484.63	821.16	1,305.79	15,144.24	15,144.24	-	0.00%
Governance	238.47	700.99	939.46	4,550.89	4,573.59	22.70	-0.50%
Internet Service Provider	-	-	-	4,692.39	4,692.39	-	0.00%
Instructional	723.61	1,350.03	2,073.64	11,040.30	11,040.30	-	0.00%
Professional Services	876.25	479.51	1,355.76	7,642.41	7,630.64	(11.77)	0.15%
Student Related	29.46	1,731.50	1,760.96	85,557.19	85,557.19	-	0.00%
Taxes	700.37	700.37	1,400.74	8,012.92	7,003.40	(1,009.52)	14.41%
Total Other School Expenses	5,998.40	8,070.15	14,068.55	180,549.86	179,551.26	(998.60)	-0.56%
Total Program Expenses	50,280.99	55,276.91	105,557.91	1,172,202.63	1,170,697.27	(1,505.36)	-0.13%
Net Increase (Decrease)	(49,189.97)	(55,276.91)	(104,466.89)	70,932.60	72,437.96	(1,505.36)	
Beginning fund balance	18,315.49	18,315.49	18,315.49	18,315.49	8,964.33	9,351.16	
Ending fund balance	(30,874.48)	(36,961.42)	(86,151.40)	89,248.09	81,402.29	7,845.80	

California Connections Academy Central Coast
Balance Sheet
August 31, 2022

ASSETS

Cash and Short Term Investments:

Operating Account	\$	23,983.39
Holding Account		49,768.59
State Holding Account		1,103,708.48

Total Cash and Short Term Investments		1,177,460.46

Other Current Assets:

Pupil Funding	15,893.84
SPED Funding State	(3,173.14)
Other State Receivables	7,619.76
Federal Programs	10,052.00
Due from CalOPS Schools	(6,285.93)

Total Other Current Assets	24,106.53

Total Current Assets	1,201,566.99

Total Assets	\$	1,201,566.99
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	420,935.83
CalOPS Payroll Liability	739,930.44
CalOPS Pass-Through Expense Liability	54,596.27
Accrued Expenses	63.88
Deferred Rent	487.00
Deferred Revenue	36,875.00
Accounts Payable	34,829.97

Total Current Liabilities	1,287,718.39

Total Liabilities	1,287,718.39

FUND BALANCE

Beginning Fund Balance	18,315.49
Change in Fund Balance	(104,466.89)

Ending Fund Balance	(86,151.40)

Total Liabilities and Fund Balance	\$	1,201,566.99
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**California Connections Academy Central Coast
Schedule of Revenue
For the Period Ended August 31, 2022**

Revenue	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	239,678.50	239,678.50	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	20,850.00	20,850.00	-
Lottery	-	-	-	20,745.71	20,745.71	-
Mandated Cost Reimbursement	-	-	-	2,727.23	2,727.23	-
Special Education Pass through funds - State	-	-	-	74,538.60	74,538.60	-
A-G Completion Improvement Grant	-	-	-	1,297.00	1,297.00	-
Educator Effectiveness Block Grant	-	-	-	3,178.33	3,178.33	-
ERMHS	-	-	-	1,516.97	1,516.97	-
Universal TK Grant	-	-	-	25,280.00	25,280.00	-
Total State Funding	-	-	-	389,812.34	389,812.34	-
Federal & Other Programs Funding						
IDEA	-	-	-	9,450.00	9,450.00	-
E-Rate	-	-	-	100.00	100.00	-
Total Federal & Other Programs Funding	-	-	-	9,550.00	9,550.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	843,272.89	843,272.89	-
Total Local Funding	-	-	-	843,272.89	843,272.89	-
Other Funding						
Interest	1,091.02	-	1,091.02	500.00	500.00	-
Miscellaneous	-	-	-	-	-	-
Total Other Funding	1,091.02	-	1,091.02	500.00	500.00	-
Total Revenue	1,091.02	-	1,091.02	1,243,135.23	1,243,135.23	-

California Connections Academy Central Coast
Schedule of Fees
For the Period Ended August 31, 2022

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	4,419.17	4,714.16	9,133.33	55,355.73	56,348.27	992.54
Benefits	1,126.89	1,202.11	2,329.00	14,115.71	14,368.81	253.10
Pension	68.60	78.05	146.65	5,814.44	6,311.25	496.81
Taxes	159.44	166.56	325.99	2,451.77	2,659.18	207.41
Total Administrative Compensation	5,774.09	6,160.88	11,934.98	77,737.65	79,687.51	1,949.86
Instructional Compensation						
Salaries	4,194.12	6,308.00	10,502.12	306,511.85	309,637.43	3,125.58
Benefits	1,238.63	1,777.67	3,016.31	78,498.79	78,957.54	458.75
Pension	(3,270.35)	(3,184.43)	(6,454.78)	51,364.23	59,140.75	7,776.52
Taxes	(40.64)	24.73	(15.91)	5,904.28	6,192.75	288.47
Total Instructional Compensation	2,121.76	4,925.97	7,047.73	442,279.15	453,928.47	11,649.32
Total Compensation	7,895.85	11,086.85	18,982.71	520,016.80	533,615.98	13,599.18
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	434.37	434.38	868.75	5,212.50	5,212.49	-
Connexus Annual License (EMS)	5,212.49	5,212.49	10,424.98	62,550.00	62,549.87	-
Curriculum Postage	422.16	422.16	844.32	5,065.89	5,065.89	-
Direct Course Instruction Support	-	-	-	1,609.87	1,609.87	-
Educational Resource Center	1,094.62	1,094.62	2,189.24	13,135.50	13,135.47	-
Enrollment and Records Management	511.71	511.71	1,023.42	6,140.47	6,140.47	-
Facility Support Services	25.00	25.00	50.00	374.95	374.95	-
Hardware/Software - Employees	268.00	268.00	536.00	3,188.98	3,215.98	27.00
Human Resources Support	558.33	558.33	1,116.66	6,643.71	6,699.96	56.25
ISP Processing Fee	114.65	114.65	229.30	1,375.82	1,375.82	-
School Curriculum Supplies	195.30	195.30	390.60	2,338.77	2,343.57	4.80
Short-Term Sub Teaching Services	266.84	-	266.84	14,210.00	-	(14,210.00)
Special Populations Consultative Services	-	-	-	20,266.16	20,266.16	-
Student Technology Assistance- Laptops	4,764.45	4,764.45	9,528.90	57,173.41	57,173.41	-
Tangible/Intangible Instr. Materials	13,019.37	13,019.37	26,038.74	156,443.04	156,443.04	-
Technical Support and Repairs	1,303.12	1,303.12	2,606.24	15,637.50	15,637.47	-
Voice Over IP Services	-	-	-	1,913.39	1,929.59	16.20
Total Enrollment/Unit Based Fees	28,190.41	27,923.58	56,113.99	373,279.95	359,174.01	(14,105.94)
Revenue-Based Fees						
Marketing Services	964.27	964.27	1,928.54	11,571.30	11,571.30	-
School Administration	5,785.65	5,785.65	11,571.30	69,427.78	69,427.78	-
Treasury Services	1,446.41	1,446.41	2,892.82	17,356.94	17,356.94	-
Total Revenue Based Fees	8,196.33	8,196.33	16,392.66	98,356.02	98,356.02	-
Total Fee-Based Expenses	36,386.74	36,119.91	72,506.65	471,635.97	457,530.03	(14,105.94)

**California Connections Academy Central Coast
Schedule Other Expenses
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	4,361.53	4,361.53	-
Student Testing & Assessment Travel	46.17	10.05	56.22	5,358.70	5,358.70	-
Student Testing Technology	-	-	-	1,951.36	1,951.36	-
Total Assessment	46.17	10.05	56.22	11,671.59	11,671.59	-
Authorizer Oversight						
District Oversight	919.83	919.83	1,839.66	11,038.01	11,038.01	-
SELPA Admin Fee	249.39	249.39	498.78	2,992.69	2,992.69	-
STRS Reporting	38.05	38.05	76.10	456.57	456.57	-
Total Authorizer Oversight	1,207.27	1,207.27	2,414.54	14,487.28	14,487.27	-
Employee Related						
Staff Recruiting/Background Checks	-	77.23	77.23	536.23	536.23	-
Staff Training/Prof. Dvlpmt	1,489.86	896.29	2,386.15	13,135.49	13,135.49	-
Team Building	171.40	81.85	253.25	999.88	999.88	-
Travel and Conferences - Administration	16.16	9.62	25.78	1,058.94	1,058.94	-
Travel and Conferences - Teachers	14.75	4.28	19.03	2,020.11	2,020.11	-
Total Employee Related	1,692.17	1,069.27	2,761.44	17,750.65	17,750.65	-
Facilities						
Copiers/ Reproduction	7.94	10.45	18.39	335.50	335.50	-
Equipment/Supplies	-	-	-	1,786.58	1,786.58	-
Expensed Furniture and Equipment	1.36	-	1.36	3,137.92	3,137.92	-
High-Speed Internet	-	104.65	104.65	725.96	725.96	-
Maintenance & Repairs	3.87	49.48	53.35	884.09	884.09	-
Office Postage	15.94	5.93	21.87	470.96	470.96	-
Office Rent	413.05	413.05	826.10	5,106.73	5,106.73	-
Office Supplies	1.25	77.52	78.77	720.83	720.83	-
Phone	-	36.47	36.47	538.68	538.68	-
Rent Operating Expense	41.22	44.37	85.59	570.19	570.19	-
Rent Storage Unit	-	79.04	79.04	362.33	362.33	-
Utilities	-	0.20	0.20	504.47	504.47	-
Total Facilities	484.63	821.16	1,305.79	15,144.24	15,144.24	-
Governance						
Accreditation	-	-	-	1,402.96	1,402.96	-
Banking Fees	95.00	125.00	220.00	1,626.13	1,626.13	-
Board-Related Expenses	-	-	-	202.09	202.09	-
Dues - School	4.81	445.46	450.27	788.86	788.86	-
Dues - Staff	-	130.53	130.53	392.19	392.19	-
Insurance Expenses	138.66	-	138.66	138.66	161.36	22.70
Total Governance	238.47	700.99	939.46	4,550.89	4,573.59	22.70
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	4,692.39	4,692.39	-
Total Internet Service Provider	-	-	-	4,692.39	4,692.39	-
Instructional						
Other Curriculum	723.61	1,350.03	2,073.64	7,435.30	7,435.30	-
Summer School	-	-	-	3,605.00	3,605.00	-
Total Instructional	723.61	1,350.03	2,073.64	11,040.30	11,040.30	-
Professional Services						
Accounting Services/Audit	-	206.69	206.69	805.14	805.14	-
AERIES	766.26	-	766.26	766.26	754.49	(11.77)
Legal Services	-	14.64	14.64	3,793.26	3,793.26	-
Legal Special Education	-	-	-	1,249.85	1,249.85	-
Other School Contracted Services	109.99	220.49	330.48	947.01	947.01	-
Other School Expense	-	37.69	37.69	80.89	80.89	-
Total Professional Services	876.25	479.51	1,355.76	7,642.41	7,630.64	(11.77)
Student Related						
Graduation Expense	28.48	0.25	28.73	4,336.35	4,336.35	-
SPED Related Services	-	1,731.25	1,731.25	68,505.80	68,505.80	-
Student Activities	0.98	-	0.98	12,715.04	12,715.04	-
Total Student Related	29.46	1,731.50	1,760.96	85,557.19	85,557.19	-
Taxes						
Sales Tax And Use	700.37	700.37	1,400.74	8,012.92	7,003.40	(1,009.52)
Total Taxes	700.37	700.37	1,400.74	8,012.92	7,003.40	(1,009.52)
Total Other Expenses	5,998.40	8,070.15	14,068.55	180,549.86	179,551.26	(998.60)

**California Connections Academy Central Valley
Revenue and Expense Statement
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Forecast	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				675	675	-	0%
Forecasted Total Enrollment				968	968	-	0%
Forecasted Funded Enrollment				661	661	-	0%
Revenue							
State Funding	-	-	-	7,741,277.12	7,741,277.12	-	0%
Federal & Other Program Funding	-	-	-	856,403.51	856,403.51	-	0%
Local Aid	-	-	-	471,116.13	471,116.13	-	0%
Other Funding Sources	16.63	390.64	407.27	1,200.00	1,200.00	-	0%
Total Revenue	16.63	390.64	407.27	9,069,996.76	9,069,996.76	-	0%
Program Expenses							
Compensation Expense							
Administration Staff	37,393.14	39,897.98	77,291.12	503,430.36	516,057.65	12,627.29	-2%
Instructional Staff	26,749.93	44,910.07	71,660.00	2,890,226.23	2,939,648.63	49,422.40	-2%
Total Compensation Expense	64,143.07	84,808.05	148,951.12	3,393,656.59	3,455,706.28	62,049.69	2%
Fee Based Expenses							
Enrollment/Unit Based Fees	180,850.16	179,122.09	359,972.25	2,673,552.35	2,666,725.59	(6,826.76)	0%
Revenue Based Fees	60,079.03	60,079.02	120,158.05	720,948.36	720,948.36	-	0%
Total Fee Based Expenses	240,929.19	239,201.11	480,130.30	3,394,500.72	3,387,673.95	(6,826.76)	0%
Other School Expenses							
Assessment	298.99	64,472.36	64,771.35	122,110.28	85,703.00	(36,407.28)	42%
Authorizer Oversight	8,148.95	8,148.95	16,297.90	97,787.49	97,787.48	-	0%
Employee Related	10,958.50	6,924.71	17,883.21	114,953.54	114,953.54	-	0%
Facilities	3,138.45	5,317.79	8,456.24	99,157.98	99,157.98	-	0%
Governance	1,074.35	4,778.05	5,852.40	15,876.54	17,893.57	2,017.03	-11%
Internet Service Provider	-	-	-	34,000.00	34,000.00	-	0%
Instructional	4,741.11	8,742.85	13,483.96	71,497.19	71,497.19	-	0%
Professional Services	5,674.58	3,105.36	8,779.94	49,492.29	49,529.98	37.69	0%
Student Related	190.76	43,492.02	43,682.78	748,695.00	748,695.00	-	0%
Taxes	4,333.65	4,333.65	8,667.30	85,064.37	78,519.45	(6,544.92)	8%
Total Other School Expenses	38,559.34	149,315.74	187,875.08	1,438,634.68	1,397,737.19	(40,897.47)	-3%
Total Program Expenses	343,631.60	473,324.90	816,956.50	8,226,791.99	8,241,117.42	14,325.46	0%
Net Increase (Decrease)	(343,614.97)	(472,934.26)	(816,549.23)	843,204.77	828,879.34	14,325.43	
Beginning fund balance	1,740,297.19	1,396,682.22	1,740,297.19	1,740,297.19	1,277,946.16		
Ending fund balance	1,396,682.22	923,747.96	923,747.96	2,583,501.96	2,106,825.50		

**California Connections Academy Central Valley
Balance Sheet
August 31, 2022**

ASSETS

Cash and Short Term Investments:		
Checking	\$	1,109,051.03
Savings		2,241,902.57

Total Cash and Short Term Investments		3,350,953.60
 Other Current Assets:		
Pupil Funding		(299,116.43)
SPED Funding State		13,639.74
Other State Receivables		55,376.49
Federal Programs		212,056.00
Due from CalOPS Schools		(43,960.93)
Prepaid Expenses		8,290.18

Total Other Current Assets		(53,714.95)

Total Current Assets		3,297,238.65
 Other Assets:		
Utilities Deposit		100.00

Total Other Assets		100.00

Total Assets	\$	3,297,338.65
		=====

LIABILITIES

Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	\$	564,284.99
CalOPS Payroll Liability		761,806.47
CalOPS Pass-Through Expense Liability		357,682.54
Accrued Expenses		39,954.18
Deferred Rent		3,517.00
Deferred Revenue		234,742.00
Accounts Payable		411,603.51

Total Current Liabilities		2,373,590.69

Total Liabilities		2,373,590.69

FUND BALANCE

Beginning Fund Balance		1,740,297.19
Change in Fund Balance		(816,549.23)

Ending Fund Balance		923,747.96

Total Liabilities and Fund Balance	\$	3,297,338.65
		=====

**California Connections Academy Central Valley
Schedule of Revenue
For the Period Ended August 31, 2022**

Revenue	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	4,247,134.82	4,247,134.82	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	2,710,138.93	2,710,138.93	-
Lottery	-	-	-	131,522.06	131,522.06	-
Mandated Cost Reimbursement	-	-	-	18,000.00	18,000.00	-
Special Education Pass through funds - State	-	-	-	472,554.15	472,554.15	-
A-G Completion Improvement Grant	-	-	-	50,000.00	50,000.00	-
Educator Effectiveness Block Grant	-	-	-	25,427.00	25,427.00	-
ERMHS	-	-	-	32,697.16	32,697.16	-
Universal TK Grant	-	-	-	53,803.00	53,803.00	-
Total State Funding	-	-	-	7,741,277.12	7,741,277.12	-
Federal & Other Programs Funding						
Title I	-	-	-	148,800.00	148,800.00	-
Title II	-	-	-	22,500.00	22,500.00	-
Title IV	-	-	-	10,000.00	10,000.00	-
IDEA	-	-	-	81,800.00	81,800.00	-
E-Rate	-	-	-	1,500.00	1,500.00	-
ESSER Funding	-	-	-	591,803.51	591,803.51	-
Total Federal & Other Programs Funding	-	-	-	856,403.51	856,403.51	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	471,116.13	471,116.13	-
Total Local Funding	-	-	-	471,116.13	471,116.13	-
Other Funding						
Interest	16.63	390.64	407.27	1,200.00	1,200.00	-
Total Other Funding	16.63	390.64	407.27	1,200.00	1,200.00	-
Total Revenue	16.63	390.64	407.27	9,069,996.76	9,069,996.76	-

California Connections Academy Central Valley
Schedule of Fees
For the Period Ended August 31, 2022

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	28,618.62	30,529.00	59,147.62	358,484.70	364,912.37	6,427.67
Benefits	7,297.75	7,784.90	15,082.64	91,413.60	93,052.65	1,639.05
Pension	444.25	505.47	949.72	37,654.38	40,871.76	3,217.38
Taxes	1,032.51	1,078.62	2,111.13	15,877.68	17,220.87	1,343.19
Total Administrative Compensation	37,393.14	39,897.98	77,291.12	503,430.36	516,057.65	12,627.29
Instructional Compensation						
Salaries	35,888.53	49,578.06	85,466.59	2,002,430.75	2,005,217.35	2,786.60
Benefits	10,159.59	13,650.42	23,810.00	512,635.86	511,330.42	(1,305.44)
Pension	(19,209.54)	(18,653.13)	(37,862.66)	336,574.26	382,996.51	46,422.25
Taxes	(88.65)	334.72	246.07	38,585.36	40,104.35	1,518.99
Total Instructional Compensation	26,749.93	44,910.07	71,660.00	2,890,226.23	2,939,648.63	49,422.40
Total Compensation	64,143.07	84,808.05	148,951.12	3,393,656.59	3,455,706.28	62,049.69
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	2,813.01	2,813.02	5,626.03	33,756.00	33,756.17	-
Community Outreach	2,083.33	2,083.34	4,166.67	25,000.00	25,000.00	-
Connexus Annual License (EMS)	33,756.17	33,756.17	67,512.34	405,072.00	405,074.07	2.00
Curriculum Postage	2,660.63	2,660.64	5,321.27	31,927.59	31,927.59	-
Direct Course Instruction Support	-	-	-	13,422.39	13,422.39	-
Educational Resource Center	7,088.80	7,088.79	14,177.59	85,065.12	85,065.55	-
Enrollment and Records Management	3,225.01	3,225.01	6,450.02	38,700.11	38,700.11	-
Facility Support Services	200.00	200.00	400.00	2,428.21	2,428.21	-
Hardware/Software - Employees	1,735.56	1,735.57	3,471.13	20,651.90	20,826.76	174.86
Human Resources Support	3,615.76	3,615.75	7,231.51	43,024.78	43,389.08	364.30
ISP Processing Fee	1,276.14	1,276.13	2,552.27	15,313.64	15,313.65	-
School Curriculum Supplies	1,264.75	1,264.75	2,529.50	15,145.94	15,177.01	31.07
Short-Term Sub Teaching Services	1,728.07	-	1,728.07	7,505.11	-	(7,505.11)
Special Populations Consultative Services	-	-	-	131,244.00	131,244.00	-
Student Technology Assistance- Laptops	28,909.68	28,909.68	57,819.36	709,483.18	709,483.18	-
Tangible/Intangible Instr. Materials	82,054.21	82,054.19	164,108.40	982,153.25	982,153.25	-
Technical Support and Repairs	8,439.04	8,439.05	16,878.09	101,268.00	101,268.52	1.00
Voice Over IP Services	-	-	-	12,391.14	12,496.05	104.91
Total Enrollment/Unit Based Fees	180,850.16	179,122.09	359,972.25	2,673,552.35	2,666,725.59	(6,826.76)
Revenue-Based Fees						
Marketing Services	7,068.12	7,068.12	14,136.24	84,817.45	84,817.45	-
School Administration	42,408.73	42,408.72	84,817.45	508,904.73	508,904.73	-
Treasury Services	10,602.18	10,602.18	21,204.36	127,226.18	127,226.18	-
Total Revenue Based Fees	60,079.03	60,079.02	120,158.05	720,948.36	720,948.36	-
Total Fee-Based Expenses	240,929.19	239,201.11	480,130.30	3,394,500.72	3,387,673.95	(6,826.76)

**California Connections Academy Central Valley
Schedule Other Expenses
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	23,000.00	23,000.00	-
Student Testing & Assessment Travel	298.99	65.08	364.07	34,703.00	34,703.00	-
Student Testing Technology	-	64,407.28	64,407.28	64,407.28	28,000.00	(36,407.28)
Total Assessment	298.99	64,472.36	64,771.35	122,110.28	85,703.00	(36,407.28)
Authorizer Oversight						
District Oversight	6,190.32	6,190.32	12,380.64	74,283.90	74,283.90	-
SELPA Admin Fee	1,712.23	1,712.23	3,424.46	20,546.80	20,546.80	-
STRS Reporting	246.40	246.40	492.80	2,956.80	2,956.78	-
Total Authorizer Oversight	8,148.95	8,148.95	16,297.90	97,787.49	97,787.48	-
Employee Related						
Staff Recruiting/Background Checks	-	500.20	500.20	3,472.64	3,472.64	-
Staff Training/Prof. Dvlpmt	9,648.36	5,804.39	15,452.75	85,065.66	85,065.66	-
Team Building	1,109.99	530.08	1,640.07	6,475.22	6,475.22	-
Travel and Conferences - Administration	104.62	62.31	166.93	6,857.72	6,857.72	-
Travel and Conferences - Teachers	95.53	27.73	123.26	13,082.30	13,082.30	-
Total Employee Related	10,958.50	6,924.71	17,883.21	114,953.54	114,953.54	-
Facilities						
Copiers/ Reproduction	51.39	67.66	119.05	2,172.73	2,172.73	-
Equipment/Supplies	-	-	-	13,000.00	13,000.00	-
Expensed Furniture and Equipment	8.82	-	8.82	20,321.20	20,321.20	-
High-Speed Internet	-	677.73	677.73	4,701.34	4,701.34	-
Maintenance & Repairs	25.06	320.40	345.46	5,725.36	5,725.36	-
Office Postage	103.26	38.42	141.68	3,049.92	3,049.92	-
Office Rent	2,674.90	2,674.90	5,349.80	33,071.29	33,071.29	-
Office Supplies	8.08	502.02	510.10	4,668.14	4,668.14	-
Phone	-	236.21	236.21	3,488.47	3,488.47	-
Rent Operating Expense	266.94	287.34	554.28	3,692.56	3,692.56	-
Rent Storage Unit	-	511.84	511.84	2,000.00	2,000.00	-
Utilities	-	1.27	1.27	3,266.97	3,266.97	-
Total Facilities	3,138.45	5,317.79	8,456.24	99,157.98	99,157.98	-
Governance						
Accreditation	-	1,130.00	1,130.00	1,130.00	3,000.00	1,870.00
Banking Fees	145.24	103.03	248.27	1,000.00	1,000.00	-
Board-Related Expenses	-	-	-	1,308.73	1,308.73	-
Dues - School	31.16	2,699.68	2,730.84	9,000.00	9,000.00	-
Dues - Staff	-	845.34	845.34	2,539.86	2,539.86	-
Insurance Expenses	897.95	-	897.95	897.95	1,044.98	147.03
Total Governance	1,074.35	4,778.05	5,852.40	15,876.54	17,893.57	2,017.03
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	34,000.00	34,000.00	-
Total Internet Service Provider	-	-	-	34,000.00	34,000.00	-
Instructional						
Other Curriculum	4,686.11	8,742.85	13,428.96	48,151.13	48,151.13	-
Summer School	55.00	-	55.00	23,346.06	23,346.06	-
Total Instructional	4,741.11	8,742.85	13,483.96	71,497.19	71,497.19	-
Professional Services						
Accounting Services/Audit	-	1,338.55	1,338.55	5,214.09	5,214.09	-
AERIES	4,962.31	-	4,962.31	4,962.31	5,000.00	37.69
Legal Services	-	94.82	94.82	24,565.19	24,565.19	-
Legal Special Education	-	-	-	8,094.02	8,094.02	-
Other School Contracted Services	712.27	1,427.88	2,140.15	6,132.86	6,132.86	-
Other School Expense	-	244.11	244.11	523.82	523.82	-
Total Professional Services	5,674.58	3,105.36	8,779.94	49,492.29	49,529.98	37.69
Student Related						
Graduation Expense	184.41	1.63	186.04	7,000.00	7,000.00	-
SPED Related Services	-	43,490.39	43,490.39	728,000.00	728,000.00	-
Student Activities	6.35	-	6.35	13,695.00	13,695.00	-
Total Student Related	190.76	43,492.02	43,682.78	748,695.00	748,695.00	-
Taxes						
Sales Tax And Use	4,333.65	4,333.65	8,667.30	85,064.37	78,519.45	(6,544.92)
Total Taxes	4,333.65	4,333.65	8,667.30	85,064.37	78,519.45	(6,544.92)
Total Other Expenses	38,559.34	149,315.74	187,875.08	1,438,634.68	1,397,737.19	(40,897.49)

**California Connections Academy Monterey Bay
Revenue and Expense Statement
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Enrollment							
ADM				549.09	549.09	-	0.00%
Total Enrollment				790.51	790.51	-	0.00%
Funded Enrollment				504.03	504.03	-	0.00%
Revenue							
State Funding	-	-	-	2,794,518.37	2,794,518.37	-	0.00%
Federal & Other Program Funding	-	-	-	52,850.00	52,850.00	-	0.00%
Local Aid	-	-	-	3,022,185.04	3,022,185.04	-	0.00%
Other Funding Sources	554.12	-	554.12	554.12	500.00	54.12	10.82%
Total Revenue	554.12	-	554.12	5,870,107.53	5,870,053.41	54.12	0.00%
Program Expenses							
Compensation Expense							
Administration Staff	30,412.41	32,449.63	62,862.04	409,447.58	419,717.54	10,269.96	2.45%
Instructional Staff	39,085.30	53,855.22	92,940.51	2,385,323.34	2,390,861.00	5,537.66	0.23%
Total Compensation Expense	69,497.70	86,304.85	155,802.55	2,794,770.92	2,810,578.54	15,807.62	0.56%
Fee Based Expenses							
Enrollment/Unit Based Fees	142,316.77	140,911.31	283,228.08	1,824,513.67	1,839,721.17	15,207.50	0.83%
Revenue Based Fees	38,412.84	38,412.82	76,825.66	460,954.01	460,953.98	(0.03)	0.00%
Total Fee Based Expenses	180,729.61	179,324.13	360,053.74	2,285,467.68	2,300,675.15	15,207.47	0.66%
Other School Expenses							
Assessment	243.18	52.92	296.10	57,439.30	57,439.30	-	0.00%
Authorizer Oversight	6,729.64	6,729.63	13,459.27	80,755.66	80,755.66	-	0.00%
Employee Related	8,912.70	5,631.98	14,544.68	93,493.46	93,493.46	-	0.00%
Facilities	2,552.56	4,325.05	6,877.61	75,972.77	75,972.77	-	0.00%
Governance	755.66	3,777.85	4,533.51	10,591.16	10,827.80	236.64	2.19%
Internet Service Provider	-	-	-	21,103.55	21,103.55	-	0.00%
Instructional	3,921.29	7,110.69	11,031.98	58,149.76	58,149.76	-	0.00%
Professional Services	4,615.22	2,525.63	7,140.85	40,252.83	39,983.00	(269.83)	-0.67%
Student Related	1,796.80	37,549.54	39,346.34	312,854.75	312,854.75	-	0.00%
Taxes	3,290.59	3,290.59	6,581.18	37,064.16	32,587.08	(4,477.08)	-13.74%
Total Other School Expenses	32,817.64	70,993.88	103,811.52	787,677.39	783,167.13	(4,510.27)	-0.58%
Total Program Expenses	283,044.95	336,622.86	619,667.81	5,867,915.99	5,894,420.82	26,504.82	0.45%
Net Increase (Decrease)	(282,490.83)	(336,622.86)	(619,113.69)	2,191.54	(24,367.41)	26,558.95	
Beginning fund balance	358,361.13	358,361.13	358,361.13	358,361.13	354,209.92		
Ending fund balance	75,870.30	21,738.27	(260,752.56)	360,552.67	329,842.51		

**California Connections Academy Monterey Bay
Balance Sheet
August 31, 2022**

ASSETS

Cash and Short Term Investments:

Operating Account	\$	1,870,747.24
Holding		490,660.95

Total Cash and Short Term Investments		2,361,408.19
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Other Current Assets:

Pupil Funding	1,056,767.00
SPED Funding State	(6,217.67)
Other State Receivables	14,487.56
Federal Programs	55,566.00
Due from CalOPS Schools	(32,325.75)

Total Other Current Assets	1,088,277.14
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Total Current Assets	3,449,685.33
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Total Assets	\$	3,449,685.33
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	1,107,049.53
CalOPS Payroll Liability		2,091,291.59
CalOPS Pass Through Expense Liability		235,008.82
Accrued Expenses		265.76
Deferred Rent		2,327.00
Deferred Revenue		61,342.00
Accounts Payable		213,153.19

Total Current Liabilities	3,710,437.89
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Total Liabilities	3,710,437.89
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FUND BALANCE

Beginning Fund Balance	358,361.13
Change in Fund Balance	(619,113.69)

Ending Fund Balance	(260,752.56)
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Total Liabilities and Fund Balance	\$	3,449,685.33
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California Connections Academy Monterey Bay
Schedule of Revenue
For the Period Ended August 31, 2022

Revenue	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	2,149,117.06	2,149,117.06	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	100,806.00	100,806.00	-
Lottery	-	-	-	100,301.83	100,301.83	-
Mandated Cost Reimbursement	-	-	-	13,442.11	13,442.11	-
Special Education Pass through funds - State	-	-	-	360,380.96	360,380.96	-
A-G Completion Improvement Grant	-	-	-	7,135.00	7,135.00	-
Educator Effectiveness Block Grant	-	-	-	3,178.33	3,178.33	-
ERMHS	-	-	-	33,934.08	33,934.08	-
Universal TK Grant	-	-	-	26,223.00	26,223.00	-
Total State Funding	-	-	-	2,794,518.37	2,794,518.37	-
Federal & Other Programs Funding						
IDEA	-	-	-	52,250.00	52,250.00	-
E-Rate	-	-	-	600.00	600.00	-
Total Federal & Other Programs Funding	-	-	-	52,850.00	52,850.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	3,022,185.04	3,022,185.04	-
Total Local Funding	-	-	-	3,022,185.04	3,022,185.04	-
Other Funding						
Interest	554.12	-	554.12	554.12	500.00	54.12
Miscellaneous	-	-	-	-	-	-
Total Other Funding	554.12	-	554.12	554.12	500.00	54.12
Total Revenue	554.12	-	554.12	5,870,107.53	5,870,053.41	54.12

**California Connections Academy Monterey Bay
Schedule Other Expenses
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	16,970.99	16,970.99	-
Student Testing & Assessment Travel	243.18	52.92	296.10	28,224.49	28,224.49	-
Student Testing Technology	-	-	-	12,243.82	12,243.82	-
Total Assessment	243.18	52.92	296.10	57,439.30	57,439.30	-
Authorizer Oversight						
District Administrative Fees	833.33	833.33	1,666.67	10,000.00	10,000.00	-
District Oversight	4,393.42	4,393.42	8,786.84	52,721.08	52,721.08	-
SELPA Admin Fee	1,302.48	1,302.48	2,604.96	15,629.78	15,629.78	-
STRS Reporting	200.40	200.40	400.80	2,404.80	2,404.80	-
Total Authorizer Oversight	6,729.64	6,729.63	13,459.27	80,755.66	80,755.66	-
Employee Related						
Staff Recruiting/Background Checks	-	406.83	406.83	2,824.35	2,824.35	-
Staff Training/Prof. Dvlpmt	7,847.15	4,720.79	12,567.94	69,185.20	69,185.20	-
Team Building	902.77	431.12	1,333.89	5,266.39	5,266.39	-
Travel and Conferences - Administration	85.09	50.68	135.77	5,577.49	5,577.49	-
Travel and Conferences - Teachers	77.69	22.56	100.25	10,640.03	10,640.03	-
Total Employee Related	8,912.70	5,631.98	14,544.68	93,493.46	93,493.46	-
Facilities						
Copiers/Reproduction	41.80	55.03	96.83	1,767.12	1,767.12	-
Equipment/Supplies	-	-	-	6,196.68	6,196.68	-
Expensed Furniture and Equipment	7.17	-	7.17	16,527.54	16,527.54	-
High-Speed Internet	-	551.21	551.21	3,823.67	3,823.67	-
Maintenance & Repairs	20.38	260.59	280.97	4,656.52	4,656.52	-
Office Postage	83.99	31.24	115.23	2,480.55	2,480.55	-
Office Rent	2,175.54	2,175.54	4,351.08	26,897.38	26,897.38	-
Office Supplies	6.57	408.31	414.88	3,796.67	3,796.67	-
Phone	-	192.11	192.11	2,837.23	2,837.23	-
Rent Operating Expense	217.11	233.70	450.81	3,003.21	3,003.21	-
Rent Storage Unit	-	416.29	416.29	1,329.13	1,329.13	-
Utilities	-	1.03	1.03	2,657.07	2,657.07	-
Total Facilities	2,552.56	4,325.05	6,877.61	75,972.77	75,972.77	-
Governance						
Accreditation	-	1,130.00	1,130.00	1,130.00	1,247.06	117.06
Banking Fees	-	-	-	417.74	417.74	-
Board-Related Expenses	-	-	-	1,064.41	1,064.41	-
Dues - School	25.34	1,960.33	1,985.67	5,182.98	5,182.98	-
Dues - Staff	-	687.52	687.52	2,065.71	2,065.71	-
Insurance Expenses	730.32	-	730.32	730.32	849.90	119.58
Total Governance	755.66	3,777.85	4,533.51	10,591.16	10,827.80	236.64
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	21,103.55	21,103.55	-
Total Internet Service Provider	-	-	-	21,103.55	21,103.55	-
Instructional						
Other Curriculum	3,811.29	7,110.69	10,921.98	39,162.05	39,162.05	-
Summer School	110.00	-	110.00	18,987.71	18,987.71	-
Total Instructional	3,921.29	7,110.69	11,031.98	58,149.76	58,149.76	-
Professional Services						
Accounting Services/Audit	-	1,088.66	1,088.66	4,240.70	4,240.70	-
AERIES	4,035.92	-	4,035.92	4,035.92	3,766.09	(269.83)
Legal Services	-	77.12	77.12	19,979.24	19,979.24	-
Legal Special Education	-	-	-	6,582.99	6,582.99	-
Other School Contracted Services	579.30	1,161.31	1,740.61	4,987.95	4,987.95	-
Other School Expense	-	198.54	198.54	426.03	426.03	-
Total Professional Services	4,615.22	2,525.63	7,140.85	40,252.83	39,983.00	(269.83)
Student Related						
Graduation Expense	149.98	1.33	151.31	9,874.41	9,874.41	-
SPED Related Services	1,641.66	37,548.21	39,189.87	296,603.35	296,603.35	-
Student Activities	5.16	-	5.16	6,376.99	6,376.99	-
Total Student Related	1,796.80	37,549.54	39,346.34	312,854.75	312,854.75	-
Taxes						
Sales Tax And Use	3,290.59	3,290.59	6,581.18	37,064.16	32,587.08	(4,477.08)
Total Taxes	3,290.59	3,290.59	6,581.18	37,064.16	32,587.08	(4,477.08)
Total Other Expenses	32,817.64	70,993.88	103,811.52	787,677.39	783,167.13	(4,510.26)

**California Connections Academy North Bay
Revenue and Expense Statement
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Forecast	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				175	175	-	0%
Forecasted Total Enrollment				250	250	-	0%
Forecasted Funded Enrollment				167	167	-	0%
Revenue							
State Funding	-	-	-	1,340,505.97	1,340,505.97	-	0%
Federal & Other Program Funding	-	-	-	232,215.58	232,215.58	-	0%
Local Aid	-	-	-	699,296.89	699,296.89	-	0%
Other Funding Sources	25.71	-	25.71	500.00	500.00	-	0%
Total Revenue	25.71	-	25.71	2,272,518.44	2,272,518.44	-	0.00%
Program Expenses							
Compensation Expense							
Administration Staff	9,692.52	10,341.79	20,034.32	130,492.15	133,765.21	3,273.06	-2%
Instructional Staff	5,795.90	10,503.12	16,299.02	746,888.19	761,974.45	15,086.26	-2%
Total Compensation Expense	15,488.43	20,844.91	36,333.34	877,380.34	895,739.66	18,359.32	0.00%
Fee Based Expenses							
Enrollment/Unit Based Fees	45,896.50	45,448.57	91,345.07	674,978.69	673,223.81	(1,754.88)	0%
Revenue Based Fees	15,029.76	15,029.75	30,059.51	180,357.12	180,357.12	-	0%
Total Fee Based Expenses	60,926.26	60,478.32	121,404.58	855,335.81	853,580.93	(1,754.88)	-100.00%
Other School Expenses							
Assessment	77.50	16.87	94.37	28,995.23	28,995.23	-	0%
Authorizer Oversight	2,024.86	2,024.86	4,049.72	24,298.40	24,298.40	-	0%
Employee Related	2,840.51	1,794.93	4,635.44	29,796.64	29,796.64	-	0%
Facilities	813.50	1,378.41	2,191.91	29,814.24	29,814.24	-	0%
Governance	240.83	483.43	724.26	6,230.33	6,268.45	38.12	-1%
Internet Service Provider	-	-	-	8,000.00	8,000.00	-	0%
Instructional	1,269.67	2,266.20	3,535.87	18,532.50	18,532.50	-	0%
Professional Services	1,470.89	804.93	2,275.82	13,542.43	13,542.43	-	0%
Student Related	49.45	2,593.93	2,643.38	152,500.00	152,500.00	-	0%
Taxes	1,098.55	1,098.55	2,197.10	19,193.49	-	(19,193.49)	0%
Total Other School Expenses	9,885.76	12,462.11	22,347.87	330,903.26	311,747.89	(19,155.37)	0.00%
Total Program Expenses	86,300.45	93,785.35	180,085.80	2,063,619.41	2,061,068.48	(2,550.93)	-0.12%
Net Increase (Decrease)	(86,274.74)	(93,785.35)	(180,060.09)	208,899.03	211,449.96	208,848.03	
Beginning fund balance	612,982.99	612,982.99	612,982.99	496,540.30			
Ending fund balance	526,708.26	519,197.65	432,922.91	208,899.03	707,990.26		

**California Connections Academy North Bay
Balance Sheet
August 31, 2022**

ASSETS

Cash and Short Term Investments:		
Checking	\$	(220.00)
Operating		438,887.35
Savings		615,638.61

Total Cash and Short Term Investments		1,054,305.96

Other Current Assets:		
Pupil Funding		78,907.31
SPED Funding State		19,731.93
Other State Receivables		(17,679.58)
Federal Programs		44,568.00
Due from CalOPS Schools		(109,074.70)
Chase-JP Morgan Receivable		3,030.00
Prepaid Expenses		1,501.09

Total Other Current Assets		20,984.05

Total Current Assets		1,075,290.01

Total Assets	\$	1,075,290.01
		=====

LIABILITIES

Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	\$	98,449.99
CalOPS Payroll Liability		201,039.26
CalOPS Pass-Through Expense Liability		100,126.25
Accrued Expenses		46.57
Deferred Rent		1,245.00
Deferred Revenue		78,910.00
Accounts Payable		162,550.03

Total Current Liabilities		642,367.10

Total Liabilities		642,367.10

FUND BALANCE

Beginning Fund Balance		612,982.99
Change in Fund Balance		(180,060.09)

Ending Fund Balance		432,922.91

Total Liabilities and Fund Balance	\$	1,075,290.01
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**California Connections Academy North Bay
Schedule of Revenue
For the Period Ended August 31, 2022**

Revenue	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	1,094,824.99	1,094,824.99	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	33,481.00	33,481.00	-
Lottery	-	-	-	33,313.64	33,313.64	-
Mandated Cost Reimbursement	-	-	-	5,000.00	5,000.00	-
Special Education Pass through funds - State	-	-	-	119,694.73	119,694.73	-
A-G Access Grant	-	-	-	6,356.67	6,356.67	-
Educator Effectiveness Block Grant	-	-	-	16,319.67	16,319.67	-
ERMHS	-	-	-	6,075.27	6,075.27	-
Universal TK Grant	-	-	-	25,440.00	25,440.00	-
Total State Funding	-	-	-	1,340,505.97	1,340,505.97	-
Federal & Other Programs Funding						
Title I	-	-	-	38,000.00	38,000.00	-
Title II	-	-	-	6,000.00	6,000.00	-
Title IV	-	-	-	10,000.00	10,000.00	-
IDEA	-	-	-	24,400.00	24,400.00	-
ESSER Funding	-	-	-	153,415.58	153,415.58	-
E-Rate	-	-	-	400.00	400.00	-
Total Federal & Other Programs Funding	-	-	-	232,215.58	232,215.58	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	699,296.89	699,296.89	-
Total Local Funding	-	-	-	699,296.89	699,296.89	-
Other Funding						
Interest	25.71	-	25.71	500.00	500.00	-
Miscellaneous	-	-	-	-	-	-
Total Other Funding	25.71	-	25.71	500.00	500.00	-
Total Revenue	25.71	-	25.71	2,272,518.44	2,272,518.44	-

California Connections Academy North Bay
Schedule of Fees
For the Period Ended August 31, 2022

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	7,418.12	7,913.30	15,331.42	92,921.37	94,587.46	1,666.09
Benefits	1,891.62	2,017.89	3,909.51	23,694.95	24,119.80	424.85
Pension	115.15	131.02	246.17	9,760.24	10,594.20	833.96
Taxes	267.63	279.58	547.22	4,115.59	4,463.75	348.16
Total Administrative Compensation	9,692.52	10,341.79	20,034.32	130,492.15	133,765.21	3,273.06
Instructional Compensation						
Salaries	8,539.20	12,087.61	20,626.80	517,515.34	519,764.29	2,248.95
Benefits	2,446.41	3,351.26	5,797.67	132,504.25	132,539.89	35.64
Pension	(5,151.46)	(5,007.24)	(10,158.70)	86,897.58	99,274.98	12,377.40
Taxes	(38.24)	71.50	33.25	9,971.02	10,395.29	424.27
Total Instructional Compensation	5,795.90	10,503.12	16,299.02	746,888.19	761,974.45	15,086.26
Total Compensation	15,488.43	20,844.91	36,333.34	877,380.34	895,739.66	18,359.32
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	729.15	729.15	1,458.30	8,750.00	8,749.80	-
Connexus Annual License (EMS)	8,749.80	8,749.80	17,499.60	105,000.00	104,997.61	(2.39)
Curriculum Postage	686.21	686.21	1,372.42	8,234.52	8,234.52	-
Direct Course Instruction Support	-	-	-	6,939.66	6,939.66	-
Educational Resource Center	1,837.46	1,837.46	3,674.92	22,050.00	22,049.50	(1.00)
Enrollment and Records Management	831.77	831.77	1,663.54	9,981.24	9,981.24	-
Facility Support Services	75.00	75.00	150.00	629.41	629.41	-
Hardware/Software - Employees	449.87	449.87	899.74	5,353.09	5,398.42	45.33
Human Resources Support	937.23	937.22	1,874.45	11,152.28	11,246.71	94.43
ISP Processing Fee	268.85	268.85	537.70	3,226.21	3,226.21	-
School Curriculum Supplies	327.83	327.83	655.66	3,925.92	3,933.97	8.05
Short-Term Sub Teaching Services	447.93	-	447.93	1,926.20	-	(1,926.20)
Special Populations Consultative Services	-	-	-	34,019.23	34,019.23	-
Student Technology Assistance- Laptops	7,205.16	7,205.16	14,410.32	172,979.89	172,979.89	-
Tangible/Intangible Instr. Materials	21,162.79	21,162.80	42,325.59	251,349.19	251,349.19	-
Technical Support and Repairs	2,187.45	2,187.45	4,374.90	26,250.00	26,249.40	(1.00)
Voice Over IP Services	-	-	-	3,211.86	3,239.05	27.19
Total Enrollment/Unit Based Fees	45,896.50	45,448.57	91,345.07	674,978.69	673,223.81	(1,754.88)
Revenue-Based Fees						
Marketing Services	1,768.21	1,768.20	3,536.41	21,218.48	21,218.48	-
School Administration	10,609.24	10,609.24	21,218.48	127,310.91	127,310.91	-
Treasury Services	2,652.31	2,652.31	5,304.62	31,827.73	31,827.73	-
Total Revenue Based Fees	15,029.76	15,029.75	30,059.51	180,357.12	180,357.12	-
Total Fee-Based Expenses	60,926.26	60,478.32	121,404.58	855,335.81	853,580.93	(1,754.88)

**California Connections Academy North Bay
Schedule Other Expenses
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	-	14,000.00	14,000.00	-
Student Testing & Assessment Travel	77.50	16.87	94.37	8,995.23	8,995.23	-
Student Testing Technology	-	-	-	6,000.00	6,000.00	-
Total Assessment	77.50	16.87	94.37	28,995.23	28,995.23	-
Authorizer Oversight						
District Oversight	1,523.00	1,523.00	3,046.00	18,276.03	18,276.03	-
SELPA Admin Fee	438.00	438.00	876.00	5,255.95	5,255.95	-
STRS Reporting	63.86	63.87	127.73	766.42	766.42	-
Total Authorizer Oversight	2,024.86	2,024.86	4,049.72	24,298.40	24,298.40	-
Employee Related						
Staff Recruiting/Background Checks	-	129.66	129.66	900.13	900.13	-
Staff Training/Prof. Dvlpmt	2,500.91	1,504.53	4,005.44	22,049.53	22,049.53	-
Team Building	287.72	137.40	425.12	1,678.41	1,678.41	-
Travel and Conferences - Administration	27.12	16.15	43.27	1,777.56	1,777.56	-
Travel and Conferences - Teachers	24.76	7.19	31.95	3,391.01	3,391.01	-
Total Employee Related	2,840.51	1,794.93	4,635.44	29,796.64	29,796.64	-
Facilities						
Copiers/ Reproduction	13.32	17.54	30.86	563.19	563.19	-
Equipment/Supplies	-	-	-	4,000.00	4,000.00	-
Expensed Furniture and Equipment	2.29	-	2.29	5,267.37	5,267.37	-
High-Speed Internet	-	175.67	175.67	1,218.61	1,218.61	-
Maintenance & Repairs	6.50	83.05	89.55	1,484.05	1,484.05	-
Office Postage	26.76	9.96	36.72	790.56	790.56	-
Office Rent	693.35	693.35	1,386.70	8,572.27	8,572.27	-
Office Supplies	2.09	130.13	132.22	1,210.01	1,210.01	-
Phone	-	61.23	61.23	904.23	904.23	-
Rent Operating Expense	69.19	74.48	143.67	957.13	957.13	-
Rent Storage Unit	-	132.67	132.67	4,000.00	4,000.00	-
Utilities	-	0.33	0.33	846.82	846.82	-
Total Facilities	813.50	1,378.41	2,191.91	29,814.24	29,814.24	-
Governance						
Accreditation	-	-	-	1,000.00	1,000.00	-
Banking Fees	-	-	-	1,000.00	1,000.00	-
Board-Related Expenses	-	-	-	339.23	339.23	-
Dues - School	8.08	264.31	272.39	3,000.00	3,000.00	-
Dues - Staff	-	219.12	219.12	658.35	658.35	-
Insurance Expenses	232.75	-	232.75	232.75	270.87	38.12
Total Governance	240.83	483.43	724.26	6,230.33	6,268.45	38.12
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	8,000.00	8,000.00	-
Total Internet Service Provider	-	-	-	8,000.00	8,000.00	-
Instructional						
Other Curriculum	1,214.67	2,266.20	3,480.87	12,481.06	12,481.06	-
Summer School	55.00	-	55.00	6,051.44	6,051.44	-
Total Instructional	1,269.67	2,266.20	3,535.87	18,532.50	18,532.50	-
Professional Services						
Accounting Services/Audit	-	346.96	346.96	1,351.52	1,351.52	-
AERIES	1,286.26	-	1,286.26	2,000.00	2,000.00	-
Legal Services	-	24.58	24.58	6,367.44	6,367.44	-
Legal Special Education	-	-	-	2,098.02	2,098.02	-
Other School Contracted Services	184.63	370.12	554.75	1,589.67	1,589.67	-
Other School Expense	-	63.27	63.27	135.78	135.78	-
Total Professional Services	1,470.89	804.93	2,275.82	13,542.43	13,542.43	-
Student Related						
Graduation Expense	47.80	1,035.18	1,082.98	5,000.00	5,000.00	-
SPED Related Services	-	1,558.75	1,558.75	137,000.00	137,000.00	-
Student Activities	1.65	-	1.65	10,500.00	10,500.00	-
Total Student Related	49.45	2,593.93	2,643.38	152,500.00	152,500.00	-
Taxes						
Sales Tax And Use	1,098.55	1,098.55	2,197.10	19,193.49	-	(19,193.49)
Total Taxes	1,098.55	1,098.55	2,197.10	19,193.49	-	(19,193.49)
Total Other Expenses	9,885.76	12,462.11	22,347.87	330,903.26	311,747.89	(19,155.37)

**California Connections Academy Northern California
Revenue and Expense Statement
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Forecast	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				1,791	1,791	-	0.00%
Forecasted Total Enrollment				2,513	2,513	-	0.00%
Forecasted Funded Enrollment				1,791	1,791	-	0.00%
Revenue							
State Funding	-	-	-	18,111,566.41	18,111,566.41	-	0.00%
Federal & Other Program Funding	-	-	-	1,723,253.31	1,723,253.31	-	0.00%
Local Aid	-	-	-	2,984,813.76	2,984,813.76	-	0.00%
Other Funding Sources	-	-	-	8,000.00	8,000.00	-	0.00%
Total Revenue	-	-	-	22,827,633.48	22,827,633.48	-	0.00%
Program Expenses							
Compensation Expense							
Administration Staff	99,210.90	105,856.72	205,067.62	1,327,331.57	1,369,196.36	41,864.79	-3.06%
Instructional Staff	83,653.29	131,835.50	215,488.80	7,693,666.18	7,799,431.38	105,765.20	-1.36%
Total Compensation Expense	182,864.20	237,692.22	420,556.42	9,020,997.75	9,168,627.74	147,629.99	1.61%
Fee Based Expenses							
Enrollment/Unit Based Fees	472,682.89	468,097.94	940,780.83	6,927,467.73	6,910,378.69	(17,089.04)	0.25%
Revenue Based Fees	150,510.59	150,510.60	301,021.19	1,806,127.11	1,806,127.10	-	0.00%
Total Fee Based Expenses	623,193.48	618,608.54	1,241,802.02	8,733,594.83	8,716,505.79	(17,089.04)	-0.20%
Other School Expenses							
Assessment	793.28	4,897.66	5,690.94	264,073.51	264,073.51	-	0.00%
Authorizer Oversight	22,029.75	22,029.75	44,059.50	264,356.95	264,356.95	-	0.00%
Employee Related	29,074.91	18,372.59	47,447.50	304,992.97	304,992.97	-	0.00%
Facilities	8,326.93	14,109.11	22,436.04	239,286.63	239,286.63	-	0.00%
Governance	2,727.38	6,316.29	9,043.67	45,723.44	45,983.54	260.10	-0.57%
Internet Service Provider	-	-	-	89,000.00	89,000.00	-	0.00%
Instructional	12,763.13	23,196.39	35,959.52	189,695.28	189,695.28	-	0.00%
Professional Services	15,055.70	8,777.72	23,833.42	131,312.19	131,146.28	(165.91)	0.13%
Student Related	8,521.09	141,321.90	149,842.99	1,362,000.00	1,362,000.00	-	0.00%
Taxes	11,340.97	11,340.97	22,681.94	196,582.99	181,824.85	(14,758.14)	8.12%
Total Other School Expenses	110,633.14	250,362.38	360,995.52	3,087,023.97	3,072,360.01	(14,663.95)	-0.48%
Total Program Expenses	916,690.82	1,106,663.14	2,023,353.96	20,841,616.55	20,957,493.54	115,877.00	0.55%
Net Increase (Decrease)	(916,690.82)	(1,106,663.14)	(2,023,353.96)	1,986,016.93	1,870,139.94	115,876.99	
Beginning fund balance	2,213,343.42	2,213,343.42	2,213,343.42	2,213,343.42	1,860,789.76	352,553.66	
Ending fund balance	1,296,652.60	1,106,680.27	189,989.45	4,199,360.35	3,730,929.70	468,430.65	

California Connections Academy Northern California
Balance Sheet
August 31, 2022

ASSETS

Cash and Short Term Investments:

Operating	\$	3,586,520.29
Holding		4,417,062.18
Petty Cash		150.75

Total Cash and Short Term Investments		8,003,733.22

Other Current Assets:

Pupil Funding	(130,742.99)
SPED Funding State	(25,335.68)
Other State Receivables	(122,137.09)
Federal Programs	210,832.00
Due from CalOPS Schools	(126,312.58)
Prepaid Expenses	175,503.16

Total Other Current Assets	(18,193.18)

Total Current Assets	7,985,540.04

Total Assets	\$	7,985,540.04
		=====

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	1,880,777.90
CalOPS Payroll Liability		3,780,413.11
CalOPS Pass Through Expense Liability		875,958.93
Accrued Expenses		1,032.99
Deferred Rent		8,658.00
Deferred Revenue		385,314.75
Accounts Payable		863,394.91

Total Current Liabilities		7,795,550.59

Total Liabilities	7,795,550.59

FUND BALANCE

Beginning Fund Balance	2,213,343.42
Change in Fund Balance	(2,023,353.96)

Ending Fund Balance	189,989.45

Total Liabilities and Fund Balance	\$	7,985,540.04
		=====

California Connections Academy Northern California
Schedule of Revenue
For the Period Ended August 31, 2022

Revenue	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	8,905,016.37	8,905,016.37	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	7,262,597.52	7,262,597.52	-
Lottery	-	-	-	356,454.24	356,454.24	-
Mandated Cost Reimbursement	-	-	-	46,000.00	46,000.00	-
Special Education Pass through funds - State	-	-	-	1,280,727.55	1,280,727.55	-
A-G Completion Improvement Grant	-	-	-	41,382.67	41,382.67	-
Educator Effectiveness Block Grant	-	-	-	59,690.33	59,690.33	-
ERMHS	-	-	-	103,851.73	103,851.73	-
Universal TK Grant	-	-	-	55,846.00	55,846.00	-
Total State Funding	-	-	-	18,111,566.41	18,111,566.41	-
Federal & Other Programs Funding						
Title I	-	-	-	225,000.00	225,000.00	-
Title II	-	-	-	38,000.00	38,000.00	-
Title IV	-	-	-	14,200.00	14,200.00	-
IDEA	-	-	-	186,500.00	186,500.00	-
E-Rate	-	-	-	4,300.00	4,300.00	-
ESSER Funding	-	-	-	1,255,253.31	1,255,253.31	-
Total Federal & Other Programs Funding	-	-	-	1,723,253.31	1,723,253.31	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	2,984,813.76	2,984,813.76	-
Total Local Funding	-	-	-	2,984,813.76	2,984,813.76	2,984,813.76
Other Funding						
Interest	-	-	-	8,000.00	8,000.00	-
Miscellaneous	-	-	-	-	-	-
Total Other Funding	-	-	-	8,000.00	8,000.00	-
Total Revenue	-	-	-	22,827,633.48	22,827,633.48	22,827,633.48

California Connections Academy Northern California
Schedule of Fees
For the Period Ended August 31, 2022

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	75,930.50	80,999.09	156,929.59	951,126.20	968,179.98	17,053.78
Benefits	19,362.28	20,654.77	40,017.04	242,537.18	246,885.90	4,348.72
Pension	1,178.69	1,341.09	2,519.79	99,904.05	108,440.33	8,536.28
Taxes	2,739.44	2,861.77	5,601.21	33,764.15	45,690.15	11,926.00
Total Administrative Compensation	99,210.90	105,856.72	205,067.62	1,327,331.57	1,369,196.36	41,864.79
Instructional Compensation						
Salaries	103,725.80	140,046.65	243,772.45	5,329,832.84	5,320,212.40	(9,620.43)
Benefits	29,039.45	38,301.27	67,340.72	1,364,286.10	1,356,654.16	(7,631.94)
Pension	(49,046.88)	(47,570.62)	(96,617.50)	896,832.90	1,016,160.57	119,327.67
Taxes	(65.08)	1,058.20	993.13	102,714.34	106,404.25	3,689.90
Total Instructional Compensation	83,653.29	131,835.50	215,488.80	7,693,666.18	7,799,431.38	105,765.20
Total Compensation	182,864.20	237,692.22	420,556.42	9,020,997.75	9,168,627.74	147,629.99
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	7,463.45	7,463.44	14,926.89	89,561.50	89,561.37	-
Community Outreach	4,166.67	4,166.66	8,333.33	50,000.00	50,000.00	-
Connexus Annual License (EMS)	89,561.37	89,561.36	179,122.73	1,074,738.00	1,074,736.40	(2.00)
Curriculum Postage	6,909.63	6,909.63	13,819.26	82,915.56	82,915.56	-
Direct Course Instruction Support	-	-	-	47,824.95	47,824.95	-
Educational Resource Center	18,807.89	18,807.88	37,615.77	225,694.98	225,694.65	-
Enrollment and Records Management	8,375.31	8,375.31	16,750.62	100,503.71	100,503.71	-
Facility Support Services	525.00	525.00	1,050.00	6,442.48	6,442.48	-
Hardware/Software - Employees	4,604.77	4,604.77	9,209.54	54,793.30	55,257.24	463.94
Human Resources Support	9,593.27	9,593.27	19,186.54	114,152.71	115,119.25	966.54
ISP Processing Fee	3,224.81	3,224.81	6,449.62	38,697.73	38,697.73	-
School Curriculum Supplies	3,355.62	3,355.61	6,711.23	40,184.97	40,267.41	82.43
Short-Term Sub Teaching Services	4,584.90	-	4,584.90	18,877.86	-	(18,877.85)
Special Populations Consultative Services	-	-	-	348,214.60	348,214.60	-
Student Technology Assistance- Laptops	76,026.12	76,026.12	152,052.24	1,776,393.43	1,776,393.43	-
Tangible/Intangible Instr. Materials	213,093.74	213,093.74	426,187.48	2,556,911.47	2,556,911.47	-
Technical Support and Repairs	22,390.34	22,390.34	44,780.68	268,684.50	268,684.10	-
Voice Over IP Services	-	-	-	32,875.98	33,154.34	278.36
Total Enrollment/Unit Based Fees	472,682.89	468,097.94	940,780.83	6,927,467.73	6,910,378.69	(17,089.04)
Revenue-Based Fees						
Marketing Services	17,707.13	17,707.13	35,414.26	212,485.54	212,485.54	-
School Administration	106,242.77	106,242.77	212,485.54	1,274,913.25	1,274,913.25	-
Treasury Services	26,560.69	26,560.70	53,121.39	318,728.31	318,728.31	-
Total Revenue Based Fees	150,510.59	150,510.60	301,021.19	1,806,127.11	1,806,127.10	-
Total Fee-Based Expenses	623,193.48	618,608.54	1,241,802.02	8,733,594.83	8,716,505.79	(17,089.04)

**California Connections Academy Northern California
Schedule Other Expenses
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	4,725.00	4,725.00	131,000.00	131,000.00	-
Student Testing & Assessment Travel	793.28	172.66	965.94	92,073.51	92,073.51	-
Student Testing Technology	-	-	-	41,000.00	41,000.00	-
Total Assessment	793.28	4,897.66	5,690.94	264,073.51	264,073.51	-
Authorizer Oversight						
District Administrative Fees	833.33	833.33	1,666.67	10,000.00	10,000.00	-
District Oversight	15,960.36	15,960.36	31,920.72	191,524.28	191,524.28	-
SELPA Admin Fee	4,582.31	4,582.31	9,164.63	54,987.77	54,987.77	-
STRS Reporting	653.74	653.74	1,307.48	7,844.90	7,844.90	-
Total Authorizer Oversight	22,029.75	22,029.75	44,059.50	264,356.95	264,356.95	-
Employee Related						
Staff Recruiting/Background Checks	-	1,327.16	1,327.16	9,213.55	9,213.55	-
Staff Training/Prof. Dvlpmt	25,598.86	15,400.11	40,998.97	225,694.93	225,694.93	-
Team Building	2,945.02	1,406.40	4,351.42	17,179.95	17,179.95	-
Travel and Conferences - Administration	277.58	165.33	442.91	18,194.79	18,194.79	-
Travel and Conferences - Teachers	253.45	73.59	327.04	34,709.75	34,709.75	-
Total Employee Related	29,074.91	18,372.59	47,447.50	304,992.97	304,992.97	-
Facilities						
Copiers/ Reproduction	136.35	179.51	315.86	5,764.66	5,764.66	-
Equipment/Supplies	-	-	-	11,000.00	11,000.00	-
Expensed Furniture and Equipment	23.40	-	23.40	53,915.89	53,915.89	-
High-Speed Internet	-	1,798.15	1,798.15	12,473.52	12,473.52	-
Maintenance & Repairs	66.49	850.10	916.59	15,190.43	15,190.43	-
Office Postage	273.99	101.92	375.91	8,092.00	8,092.00	-
Office Rent	7,097.02	7,097.02	14,194.04	87,744.24	87,744.24	-
Office Supplies	21.44	1,331.97	1,353.41	12,385.43	12,385.43	-
Phone	-	626.70	626.70	9,255.55	9,255.55	-
Rent Operating Expense	708.24	762.36	1,470.60	9,797.04	9,797.04	-
Rent Storage Unit	-	1,358.02	1,358.02	5,000.00	5,000.00	-
Utilities	-	3.36	3.36	8,667.87	8,667.87	-
Total Facilities	8,326.93	14,109.11	22,436.04	239,286.63	239,286.63	-
Governance						
Accreditation	-	1,130.00	1,130.00	1,130.00	1,000.00	(130.00)
Banking Fees	262.27	238.05	500.32	5,000.00	5,000.00	-
Board-Related Expenses	-	-	-	3,472.30	3,472.30	-
Dues - School	82.68	2,705.41	2,788.09	27,000.00	27,000.00	-
Dues - Staff	-	2,242.83	2,242.83	6,738.71	6,738.71	-
Insurance Expenses	2,382.43	-	2,382.43	2,382.43	2,772.53	390.10
Total Governance	2,727.38	6,316.29	9,043.67	45,723.44	45,983.54	260.10
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	89,000.00	89,000.00	-
Total Internet Service Provider	-	-	-	89,000.00	89,000.00	-
Instructional						
Other Curriculum	12,433.13	23,196.39	35,629.52	127,753.86	127,753.86	-
Summer School	330.00	-	330.00	61,941.42	61,941.42	-
Total Instructional	12,763.13	23,196.39	35,959.52	189,695.28	189,695.28	-
Professional Services						
Accounting Services/Audit	-	3,551.42	3,551.42	13,833.96	13,833.96	-
AERIES	13,165.91	-	13,165.91	13,165.91	13,000.00	(165.91)
Legal Services	-	251.58	251.58	65,175.98	65,175.98	-
Legal Special Education	-	310.97	310.97	21,474.94	21,474.94	-
Other School Contracted Services	1,889.79	3,788.42	5,678.21	16,271.62	16,271.62	-
Other School Expense	-	875.33	875.33	1,389.78	1,389.78	-
Total Professional Services	15,055.70	8,777.72	23,833.42	131,312.19	131,146.28	(165.91)
Student Related						
Graduation Expense	489.27	1,379.21	1,868.48	10,000.00	10,000.00	-
SPED Related Services	8,014.97	139,942.69	147,957.66	1,324,000.00	1,324,000.00	-
Student Activities	16.85	-	16.85	28,000.00	28,000.00	-
Total Student Related	8,521.09	141,321.90	149,842.99	1,362,000.00	1,362,000.00	-
Taxes						
Sales Tax And Use	11,340.97	11,340.97	22,681.94	196,582.99	181,824.85	(14,758.14)
Total Taxes	11,340.97	11,340.97	22,681.94	196,582.99	181,824.85	(14,758.14)
Total Other Expenses	110,633.14	250,362.38	360,995.52	3,087,023.97	3,072,360.01	(14,663.96)

**California Connections Academy Southern California
Revenue and Expense Statement
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				5,046	5,046	-	-
Forecasted Total Enrollment				6,818	6,818	-	-
Forecasted Funded Enrollment				4,976	4,976	-	-
Revenue							
State Funding	-	-	-	18,912,076.29	18,912,076.29	-	-
Federal & Other Program Funding	-	-	-	4,926,679.57	4,926,679.57	-	-
Local Aid	-	-	-	40,020,831.56	40,020,831.56	-	-
Other Funding Sources	1,202.94	1,484.56	2,687.50	10,000.00	10,000.00	-	-
Total Revenue	1,202.94	1,484.56	2,687.50	63,869,587.42	63,869,587.42	-	0.00%
Program Expenses							
Compensation Expense							
Administration Staff	279,501.57	298,224.47	577,726.04	3,762,978.79	3,857,363.66	94,384.87	2.45%
Instructional Staff	146,223.53	281,964.69	428,188.21	21,496,057.20	21,972,920.71	476,863.51	2.17%
Total Compensation Expense	425,725.10	580,189.16	1,005,914.26	25,259,035.99	25,830,284.37	571,248.38	2.21%
Fee Based Expenses							
Enrollment/Unit Based Fees	1,293,663.94	1,280,747.16	2,574,411.10	16,605,686.34	16,597,821.39	(7,864.95)	-0.05%
Revenue Based Fees	421,290.45	421,290.47	842,580.92	5,055,485.50	5,055,485.50	-	0.00%
Total Fee Based Expenses	1,714,954.39	1,702,037.63	3,416,992.02	21,661,171.83	21,653,306.89	(7,864.95)	-0.04%
Other School Expenses							
Assessment	2,243.00	486.44	2,729.44	830,393.79	830,393.79	-	0.00%
Authorizer Oversight	59,272.97	59,272.97	118,545.94	711,275.66	711,275.66	-	0.00%
Employee Related	81,911.19	51,760.08	133,671.27	859,240.39	859,240.39	-	0.00%
Facilities	23,459.00	39,748.83	63,207.83	769,053.49	769,053.49	-	0.00%
Governance	7,825.74	15,703.43	23,529.17	103,608.83	104,577.85	969.02	0.93%
Internet Service Provider	-	-	-	287,000.00	287,000.00	-	0.00%
Instructional	35,687.19	65,349.95	101,037.14	534,418.37	534,418.37	-	0.00%
Professional Services	42,415.64	39,094.77	81,510.41	369,938.80	369,847.18	(91.62)	-0.02%
Student Related	174,879.52	231,428.39	406,307.91	4,151,000.00	4,151,000.00	-	0.00%
Other (Income) and Expense	-	(84,581.00)	(84,581.00)	(84,581.00)	-	84,581.00	0.00%
Taxes	27,047.90	26,936.13	53,984.03	314,745.24	278,519.65	(36,225.59)	-13.01%
Pending Allocation	26,594.45	527,887.57	554,482.02	-	-	-	0.00%
Total Other School Expenses	481,336.60	973,087.56	1,454,424.16	8,846,093.57	8,895,326.38	49,232.81	0.55%
Total Program Expenses	2,622,016.09	3,255,314.35	5,877,330.43	55,766,301.39	56,378,917.64	612,616.24	1.09%
Net Increase (Decrease)	(2,620,813.15)	(3,253,829.79)	(5,874,642.93)	8,103,286.03	7,490,669.78	612,616.25	
Beginning fund balance	9,308,436.68	9,308,436.68	9,308,436.68	9,308,436.68	8,274,230.59		
Ending fund balance	6,687,623.53	6,054,606.89	3,433,793.74	17,411,722.70	15,764,900.37		

**California Connections Academy Southern California
Balance Sheet
August 31, 2022**

ASSETS

Cash and Short Term Investments:

Payroll	\$ 2,010,766.92
Operating Account Holding	2,331,636.58
OCDE Cash Account	3,794,895.20
Petty Cash	2,066,747.76
	418.00

Total Cash and Short Term Investments **10,204,464.46**

Other Current Assets:

Pupil Funding	(1,848,209.68)
SPED Funding State	(215,295.05)
Other State Receivables	(220,460.54)
Federal Programs	179,993.00
Due from CalOPS Schools	317,959.87
Prepaid Expenses	51,261.46

Total Other Current Assets **(1,734,750.94)**

Total Current Assets **8,469,713.52**

Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(8,311.22)

Net Fixed Assets **24,210.28**

Other Assets:

Rent Deposit InterPres Corporation	20,287.30
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Total Other Assets **20,287.30**

Total Assets **\$ 8,514,211.10**

LIABILITIES

Current Liabilities:

Due to (from) Pearson Virtual Schools	\$ 10,611,098.36
CalOPS Payroll Liability	(7,544,366.19)
CalOPS Pass Through Expense Liability	(1,616,977.03)
Pension Payable	94,396.94
Accrued Expenses	2,981.83
Accrued Credit Card Expenses	554,482.02
Deferred Rent	25,606.00
Deferred Revenue	903,092.70
Accounts Payable	2,050,102.73

Total Current Liabilities **5,080,417.36**

Total Liabilities **5,080,417.36**

FUND BALANCE

Beginning Fund Balance	9,308,436.68
Change in Fund Balance	(5,874,642.93)

Ending Fund Balance **3,433,793.74**

Total Liabilities and Fund Balance **\$ 8,514,211.10**

California Connections Academy Southern California
Schedule of Revenue
For the Period Ended August 31, 2022

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	-	-	-	12,559,988.25	12,559,988.25	-
LCFF / General Purpose Block Grant - State EPA	-	-	-	995,140.00	995,140.00	-
Lottery	-	-	-	990,163.90	990,163.90	-
Mandated Cost Reimbursement	-	-	-	141,000.00	141,000.00	-
Special Education Pass through funds - State	-	-	-	3,557,624.05	3,557,624.05	-
A-G Completion Improvement Grant	-	-	-	116,494.00	116,494.00	-
Educator Effectiveness Block Grant	-	-	-	178,141.67	178,141.67	-
ERMHS	-	-	-	257,613.42	257,613.42	-
Universal TK Grant	-	-	-	115,911.00	115,911.00	-
Total State Funding	-	-	-	18,912,076.29	18,912,076.29	-
Federal & Other Programs Funding						
Title I	-	-	-	757,000.00	757,000.00	-
Title II	-	-	-	124,500.00	124,500.00	-
Title IV	-	-	-	44,000.00	44,000.00	-
IDEA	-	-	-	568,050.00	568,050.00	-
E-Rate	-	-	-	11,400.00	11,400.00	-
ESSER Funding	-	-	-	3,421,729.57	3,421,729.57	-
Total Federal & Other Programs Funding	-	-	-	4,926,679.57	4,926,679.57	-
Local Funding						
LCFF / General Purpose Block Grant - Local	-	-	-	40,020,831.56	40,020,831.56	-
Donations/Tax Credits	-	-	-	-	-	-
Total Local Funding	-	-	-	40,020,831.56	40,020,831.56	-
Other Funding						
Interest	1,202.94	1,484.56	2,687.50	10,000.00	10,000.00	-
Miscellaneous	-	-	-	-	-	-
Total Other Funding	1,202.94	1,484.56	2,687.50	10,000.00	10,000.00	-
Total Revenue	1,202.94	1,484.56	2,687.50	63,869,587.42	63,869,587.42	-

California Connections Academy Southern California
Schedule of Fees
For the Period Ended August 31, 2022

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	213,914.93	228,194.40	442,109.33	2,679,556.94	2,727,601.67	48,044.73
Benefits	54,548.31	58,189.57	112,737.88	683,287.01	695,538.43	12,251.42
Pension	3,320.66	3,778.19	7,098.86	281,454.32	305,503.14	24,048.82
Taxes	7,717.68	8,062.31	15,779.99	118,680.52	128,720.42	10,039.90
Total Administrative Compensation	279,501.57	298,224.47	577,726.04	3,762,978.79	3,857,363.66	94,384.88
Instructional Compensation						
Salaries	232,214.74	334,539.52	566,754.26	14,895,440.04	14,988,349.74	92,909.70
Benefits	67,109.73	93,202.55	160,312.28	3,814,127.12	3,822,029.18	7,902.06
Pension	(151,717.50)	(147,558.49)	(299,275.99)	2,499,518.66	2,862,774.80	363,256.14
Taxes	(1,383.45)	1,781.11	397.66	286,971.39	299,766.99	12,795.60
Total Instructional Compensation	146,223.53	281,964.69	428,188.21	21,496,057.20	21,972,920.71	476,863.51
Total Compensation	425,725.10	580,189.16	1,005,914.26	25,259,035.99	25,830,284.37	571,248.38
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	21,026.37	21,026.37	42,052.74	252,316.50	252,316.45	-
Community Outreach	45,833.33	45,833.34	91,666.67	550,000.00	550,000.00	-
Connexus Annual License (EMS)	252,316.45	252,316.44	504,632.89	3,027,798.00	3,027,797.37	(1.00)
Curriculum Postage	18,748.18	18,748.18	37,496.36	224,978.19	224,978.19	-
Direct Course Instruction Support	-	-	-	154,844.33	154,844.33	-
Educational Resource Center	52,986.45	52,986.46	105,972.91	635,837.58	635,837.45	-
Enrollment and Records Management	22,725.07	22,725.07	45,450.14	272,700.83	272,700.83	-
Facility Support Services	1,525.00	1,525.00	3,050.00	18,150.06	18,150.05	-
Hardware/Software - Employees	12,972.77	12,972.77	25,945.54	154,366.23	155,673.26	1,307.03
Human Resources Support	27,026.61	27,026.61	54,053.22	321,596.31	324,319.29	2,722.98
ISP Processing Fee	9,145.98	9,145.98	18,291.96	109,751.76	109,751.76	-
Special Populations Consultative Services	-	-	-	981,000.00	981,006.35	6.34
School Curriculum Supplies	9,453.60	9,453.60	18,907.20	113,210.98	113,443.21	232.23
Short-Term Sub Teaching Services	12,916.79	-	12,916.79	12,916.79	-	(12,916.79)
Student Technology Assistance- Laptops	165,712.24	165,712.24	331,424.48	1,988,546.88	1,988,546.88	-
Tangible/Intangible Instr. Materials	578,195.99	578,195.99	1,156,391.98	6,938,102.67	6,938,102.67	-
Technical Support and Repairs	63,079.11	63,079.11	126,158.22	756,949.50	756,949.34	-
Voice Over IP Services	-	-	-	92,619.74	93,403.96	784.22
Total Enrollment/Unit Based Fees	1,293,663.94	1,280,747.16	2,574,411.10	16,605,686.34	16,597,821.39	(7,864.95)
Revenue-Based Fees						
Marketing Services	49,563.58	49,563.59	99,127.17	594,763.00	594,763.00	-
School Administration	297,381.50	297,381.50	594,763.00	3,568,578.00	3,568,578.00	-
Treasury Services	74,345.37	74,345.38	148,690.75	892,144.50	892,144.50	-
Total Revenue Based Fees	421,290.45	421,290.47	842,580.92	5,055,485.50	5,055,485.50	-
Total Fee-Based Expenses	1,714,954.39	1,702,037.63	3,416,992.02	21,661,171.83	21,653,306.89	(7,864.95)

**California Connections Academy Southern California
Schedule of Other Expenses
For the Period Ended August 31, 2022**

	July-22 Actual	August-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	8.12	-	8.12	316,000.00	316,000.00	-
Student Testing & Assessment Travel	2,234.88	486.44	2,721.32	259,393.79	259,393.79	-
Student Testing Technology	-	-	-	255,000.00	255,000.00	-
Total Assessment	2,243.00	486.44	2,729.44	830,393.79	830,393.79	-
Authorizer Oversight						
District Oversight	44,646.63	44,646.63	89,293.26	535,759.60	535,759.60	-
SELPA Admin Fee	12,784.59	12,784.59	25,569.18	153,415.06	153,415.06	-
STRS Reporting	1,841.75	1,841.75	3,683.50	22,101.00	22,101.00	-
Total Authorizer Oversight	59,272.97	59,272.97	118,545.94	711,275.66	711,275.66	-
Employee Related						
Staff Recruiting/Background Checks	-	3,738.91	3,738.91	25,956.85	25,956.85	-
Staff Training/Prof. Dvlpmt	72,118.31	43,385.91	115,504.22	635,838.25	635,838.25	-
Team Building	8,296.84	3,962.17	12,259.01	48,400.15	48,400.15	-
Travel and Conferences - Administration	782.01	465.78	1,247.79	51,259.21	51,259.21	-
Travel and Conferences - Teachers	714.03	207.31	921.34	97,785.93	97,785.93	-
Total Employee Related	81,911.19	51,760.08	133,671.27	859,240.39	859,240.39	-
Facilities						
Copiers/ Reproduction	384.13	505.72	889.85	16,240.48	16,240.48	-
Depreciation	-	-	-	3,000.00	3,000.00	-
Equipment/Supplies	-	-	-	124,000.00	124,000.00	-
Expensed Furniture and Equipment	65.93	-	65.93	151,894.35	151,894.35	-
High-Speed Internet	-	5,065.83	5,065.83	35,140.98	35,140.98	-
Maintenance & Repairs	187.31	2,394.94	2,582.25	42,795.20	42,795.20	-
Office Postage	771.89	287.15	1,059.04	22,797.16	22,797.16	-
Office Rent	19,994.04	19,994.04	39,988.08	247,197.15	247,197.15	-
Office Supplies	60.40	3,752.49	3,812.89	34,892.80	34,892.80	-
Phone	-	1,765.56	1,765.56	26,075.18	26,075.18	-
Rent Operating Expense	1,995.30	2,147.76	4,143.06	27,600.68	27,600.68	-
Rent Storage Unit	-	3,825.88	3,825.88	13,000.00	13,000.00	-
Utilities	-	9.46	9.46	24,419.51	24,419.51	-
Total Facilities	23,459.00	39,748.83	63,207.83	769,053.49	769,053.49	-
Governance						
Accreditation	-	1,130.00	1,130.00	1,130.00	1,000.00	(130.00)
Banking Fees	880.92	633.00	1,513.92	11,000.00	11,000.00	-
Board-Related Expenses	-	-	-	9,782.33	9,782.33	-
Dues - School	232.93	7,621.81	7,854.74	56,000.00	56,000.00	-
Dues - Staff	-	6,318.62	6,318.62	18,984.61	18,984.61	-
Insurance Expenses	6,711.89	-	6,711.89	6,711.89	7,810.91	1,099.02
Total Governance	7,825.74	15,703.43	23,529.17	103,608.83	104,577.85	969.02
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	287,000.00	287,000.00	-
Total Internet Service Provider	-	-	-	287,000.00	287,000.00	-
Instructional						
Other Curriculum	35,027.19	65,349.95	100,377.14	359,914.12	359,914.12	-
Summer School	660.00	-	660.00	174,504.25	174,504.25	-
Total Instructional	35,687.19	65,349.95	101,037.14	534,418.37	534,418.37	-
Professional Services						
Accounting Services/Audit	-	10,005.22	10,005.22	38,973.66	38,973.66	-
AERIES	37,091.62	-	37,091.62	37,091.62	37,000.00	(91.62)
Legal Services	-	10,880.76	10,880.76	183,616.81	183,616.81	-
Legal Special Education	-	5,711.23	5,711.23	60,500.19	60,500.19	-
Other School Contracted Services	5,324.02	10,672.91	15,996.93	45,841.17	45,841.17	-
Other School Expense	-	1,824.65	1,824.65	3,915.35	3,915.35	-
Total Professional Services	42,415.64	39,094.77	81,510.41	369,938.80	369,847.18	(91.62)
Student Related						
Graduation Expense	5,973.56	1,096.24	7,069.80	55,000.00	55,000.00	-
SPED Related Services	168,314.98	229,656.65	397,971.63	3,997,000.00	3,997,000.00	-
Student Activities	590.98	675.50	1,266.48	99,000.00	99,000.00	-
Total Student Related	174,879.52	231,428.39	406,307.91	4,151,000.00	4,151,000.00	-
Other (Income) and Expense						
Gain from Insurance Claims	-	(84,581.00)	(84,581.00)	(84,581.00)	-	84,581.00
Loss on Legal Settlement	-	-	-	-	-	-
Total Other (Income) and Expense	-	(84,581.00)	(84,581.00)	(84,581.00)	-	84,581.00
Taxes						
Sales Tax And Use	27,047.90	26,936.13	53,984.03	314,745.24	278,519.65	(36,225.59)
Total Taxes	27,047.90	26,936.13	53,984.03	314,745.24	278,519.65	(36,225.59)
Pending Allocation						
Expenses Pending Allocation	26,594.45	527,887.57	554,482.02	-	-	-
Total Pending Allocation	26,594.45	527,887.57	554,482.02	-	-	-
Total Other Expenses	481,336.60	1,057,668.56	1,454,424.16	8,846,093.57	8,895,326.38	49,232.81

State Policy Support Information for the California Connections Academy Board August 12– September 20, 2022

California State Public Health Officer Dr. Tomás Aragón rescinded a [public health order](#) requiring that all school employees show proof of vaccination or be tested at least weekly. **The new policy is effective Sept. 17.** [Read more here.](#) CalCA has updated its COVID Safety Plan and procedures in alignment with this change.

[California 1st with law protecting children’s online privacy:](#) A bill signed yesterday by Gov. Newsom requires tech companies that provide online services attractive to children to follow age-appropriate design code principles aimed at keeping children safe. Companies will eventually have to submit a “data protection impact assessment” to the state’s attorney general before offering new online services, products, or features attractive to children. [Read more here.](#)

[A bill for mandatory kindergarten is on Gov. Newsom’s desk.](#) The bill approved by the legislature [would require children to complete a year of kindergarten](#) before entering first grade, beginning in the 2024-25 school year. Enrollment in kindergarten declined by 61,000 students in 2020-21, according to state data, numbers skewed by the pandemic, as parents opted out during a tumultuous year of campus closures and distance learning. As of September 20, 2022, Gov. Newsom has not signed the bill. It is uncertain whether Newsom will sign the bill as his Department of Finance opposed it because of its costs.

California SBE meeting 9/14 & 9/15:

- [Agenda is here:](#) Items to note:
- Item 2: **The subject is:** Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Eligibility Criteria for Differentiated Assistance, Connecting the Dashboard to the Teacher Assignment Data and Science Test Results, California School Dashboard Principles, and Information on the English Learner Student Group for the Academic Indicators. **The action is:** The CDE is seeking approval to: (1) use the lowest Status level as a proxy for Red as reported on the 2022 Dashboard to determine county offices of education and districts eligible for Differentiated Assistance, (2) include a link on the Dashboard to the teacher assignment data that is supported through DataQuest, and (3) include a link on the Dashboard to the science results that is supported through the CAASPP web site.
- Item 4: **The subject is:** The California Assessment of Student Performance and Progress System (CAASPP) and the English Proficiency Assessments for California Update: Request for Approval of the Proposed California Alternate Assessment for Science Threshold Scores, the Smarter Balanced Summative Assessments for English Language Arts/Literacy and Mathematics Blueprints, and the 2022–23 California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California Student Score Reports; and an Update on Assessment Program Activities. **The action is:** The CDE recommends that the California State Board of Education (SBE) approve the following:

State Policy Support Information

- The State Superintendent of Public Instruction’s proposed threshold scores for the CAA for Science, to be effective as of the 2022 administration. The proposed threshold scores are shown in tables 1 and 2 of Attachment 2.
- The continued use of the CAASPP Smarter Balanced Summative Assessments for ELA and Mathematics adjusted form blueprints, as described in tables 1 and 2, for the 2022–23 administration until the Smarter Balanced Consortium (Consortium) approves any further changes to the adjusted form blueprints.
- The 2022–23 CAASPP and ELPAC SSRs.
[Here is more information on this attachment.](#)
- Item 5: Extended School Year: Recommend LEA’s consider the least restrictive environment for determinations related to the extended school year program.
- Item 6: Physical Fitness Test: In the 90’s, students in grades 5, 7, & 9 were required to take a physical fitness test in February, March, April or May. At any time during grades ten through twelve, LEAs may grant a high school student a two-year exemption from participating in physical education courses if the student has satisfactorily met at least five of the six standards of the PFT administered in grade nine. Note that for charter schools, assignment of required courses has additional flexibility in accordance with the Charter Schools Act. In 2020, the Legislature passed, and the Governor approved Senate Bill 820 (Statutes, 2020, Chapter 110, Section 68), which required the CDE to consult with experts and other interested stakeholders in order to provide recommendations regarding the purpose and administration of the PFT. In the interim, students were scheduled to take the PFT in spring 2022. The request is for the State Board of Education to readopt for the second time, proposed emergency regulations.

Legislative Update as the 2022 legislature adjourned:

August 31 marked the final day of the legislative session, by which all legislation had to be sent to the Governor by midnight.

- **Legislature Passes New Budget “Clean-Up” Bills** In the final days of the legislative session the legislature introduced and passed 13 bills that were related to the budget and other technical cleanup of statutes. The Governor is expected to sign these bills, which will go into effect upon his signature. Significant for Education is [Assembly Bill \(AB\) 185](#), a nearly 200 page bill which makes several technical cleanup amendments to this year’s budget and several education programs and requirements. Below are some of the highlights of changes enacted through AB 185:
- **California Prekindergarten Planning and Implementation Grant Program** (Education Code Section 8281.5). For Planning Grants awarded for 2022-23: 1) award amounts are based on **2020-21** kindergarten enrollment, 2) funds must be expended by June 30, 2026, 3) if not already approved, requires plan approval by March 30, 2023, 4) **recipients must offer transitional kindergarten (TK) by the 2025-26 school year** to all eligible pupils interested in TK “within their attendance area,” and 5) the CDE shall initiate collection proceedings for any unspent or improperly spent funds. Note that CalCA offers TK now and plans to continue to do so in the future. More information about this grant will be provided to the Board in future meetings.
- **Transitional Kindergarten** (EC 42238.02, 48000, 48000.1):

State Policy Support Information

1) Clarifies that TK size requirements are not subject to collectively bargained class size alternative for purposes of calculating the TK average class size requirements,

2) Clarifies **how average pupil-to-teacher ratios and class sizes shall be calculated** and how **fiscal penalties** for failing to meet TK requirements for staff certification and ratios and should be calculated. It is still unclear how the pupil to teacher ratios for TK will be applied in a non-classroom based/independent study setting like CalCA.

- **Extended Learning Opportunity Grants (ELOP)** (EC 46120): Requires, commencing with the 2023–24 school year, as a condition of receipt of funds, that local educational agencies shall offer to all pupils in classroom-based instructional programs in kindergarten and grades 1 to 6, access to expanded learning opportunity programs for any pupil whose parent or guardian requests their placement in a program. Defines non-school days to include Saturdays for purposes of ELOP. Note that this grant is specifically only for classroom based programs and does not apply to CalCA schools.
- **Independent Study** (EC 51749.5): Adds exceptions for students participating for fewer than 15 schooldays, and 2) adds back provision that allowed LEAs to obtain a signed master agreement within 30 days of the first day of IS instruction. These sections do not apply to CalCA because it is only applicable to “short term” independent study, used for students who would otherwise be absent for less than 15 days.
- **Career Technical Education Graduation Requirements** (EC 51225.9): Extends the sunset through July 1, 2027, to count a CTE course toward the state high school graduation requirements, in lieu of a course in visual performing arts or foreign language.
- In addition, the legislature passed [AB 152](#) which is a **COVID relief bill**. This bill:
 - Extends the **COVID-19 Supplemental Paid Sick Leave** program expiration date from September 30, 2022, to December 31, 2022. This bill also authorizes an employer to require the employee to submit to a third diagnostic test within no less than 24 hours of the second, at no cost to the employee. Finally, the bill specifies that the employer has no obligation to provide additional COVID-19 supplemental paid sick leave for the employee who refuses to submit to these aforementioned tests.
 - Establishes **California Small Business and Nonprofit COVID-19 Supplemental Paid Sick Leave Relief Grant Program** to assist qualified small businesses and nonprofits, with between 26 to 49 employees, for incurring costs for COVID-19 supplemental paid sick leave. CalOPS has greater than 49 employees so this aid is not applicable.

State Policy Support Information

Charter students increased in California:

Over a quarter of California parents moved their children to a new school during the pandemic, with most saying they wanted a different experience for their child, were dissatisfied with Covid protocols and/or learning and mental health supports.

Charter schools got the biggest increase in students, with 23% of parents reporting their children in such schools after the switch, compared to only 15% before the switch. Parents were more likely to live in the Los Angeles area, followed by the Central Valley and the Bay Area. The poll also shows an increase of 4 percentage points in parents who switched their children to home schooling.

An additional 28% of parents who are now considering switching their child's school are more likely to cite dissatisfaction with the quality of instruction at their children's school.

[The poll](#), conducted annually by Policy Analysis for California (PACE) and the University of Southern California's Rossier School of Education, assesses current threats to public education. Its inquiry into switching schools was an attempt to understand what contributed to the [sharp decline in enrollment](#) during the pandemic that included a record 2.6% drop in 2020-21 and a 1.8% drop last year.

The poll, which was conducted in July, found that traditional public schools saw the biggest decline among the 28% of parents who reported switching schools. Of those, about half started in a traditional school, but only 41% ended up in one. The ranks of home-schoolers also swelled from 3% to 7%.

The poll did not specifically ask why respondents switched to charter schools or what kind of charter school they switched to. The poll found that support for charter schools increased 8 points from 2020 to 2022.

[Read more here.](#)

CalOPS Staffing Report

New Hires

Employee Name (Last Suffix, First MI)	Job Title	Hourly Rate or Annual Salary	Bonus Potential	Last Hire Date
Acosta, Viridiana	School Admin Asst I	\$20.00	0.00	08/29/2022
Arango, Lina M.	Teacher - Secondary	\$63,490.00	0.00	08/16/2022
Blake, Jennifer L.	Teacher - Secondary	\$59,970.00	0.00	08/29/2022
Branstetter, Christine	Teacher - Special Ed	\$70,970.00	0.00	08/16/2022
Castillo, Michelle	Teacher - Secondary	\$68,970.00	0.00	08/16/2022
Hale, Stephen	Teacher - Secondary	\$56,071.23	0.00	08/29/2022
Hewett, Tiffany L.	Teacher - Elementary	\$61,970.00	0.00	08/16/2022
Israel, Gregory	Teacher - Secondary	\$67,970.00	0.00	08/16/2022
Lee, Rachel	Teacher - Secondary	\$64,470.00	0.00	08/16/2022
Lopez, Steve A.	Teacher - Secondary	\$64,470.00	0.00	08/16/2022
Manning, Carri Anne	Teacher - Secondary	\$68,970.00	0.00	08/16/2022
McMains, Amy	Teacher - Elementary	\$65,470.00	0.00	09/01/2022
Mello, Landin G.	Teacher - Secondary	\$62,970.00	0.00	08/16/2022
Nejad, Shideh S.	Teacher - Elementary	\$63,470.00	0.00	08/16/2022
Page, Carrie	Teacher - Special Ed	\$66,470.00	0.00	08/16/2022
Peña, Nancy	Teacher - Special Ed	\$63,970.00	0.00	08/16/2022
Plowman, Kathryn K.	Teacher - Elementary	\$60,470.00	0.00	08/16/2022
Reynolds, Stacy J.	Teacher -	\$60,970.00	0.00	09/01/2022

New Hires

Employee Name (Last Suffix, First MI)	Job Title	Hourly Rate or Annual Salary	Bonus Potential	Last Hire Date
Seifert, Jamia	Teacher - Special Ed	\$66,970.00	0.00	08/16/2022
Sepa, Katie M.	Teacher - Secondary	\$64,470.00	0.00	08/16/2022
Sharpe, Lesley C.	Teacher - Elementary	\$60,470.00	0.00	08/16/2022
Smith, Shannon L.	Teacher - Elementary	\$60,240.00	0.00	08/16/2022
Solomon, Matthew	Teacher - Secondary	\$60,470.00	0.00	08/16/2022
Stelly, Aalaneja	Teacher - Elementary	\$68,970.00	0.00	08/16/2022
Story, Andrea	Teacher - Elementary	\$60,970.00	0.00	08/16/2022
Theodosios, Antonios	Teacher - Secondary	\$57,970.00	0.00	09/12/2022
Vela, Danielle C.	Teacher - Elementary	\$60,970.00	0.00	08/16/2022
Workman, Shaina E.	Teacher - Secondary	\$65,970.00	0.00	08/16/2022
Wyant, Jannel B.	Teacher - Secondary	\$61,470.00	0.00	09/12/2022
Ziegler, Kaitlyn	School Counselor	\$64,970.00	0.00	09/15/2022

Departing Employees

Employee Name (Last Suffix, First MI)	Job Title	Termination Date	Termination Reason
Abrams, Kimberly A.	Teacher - Elementary	08/01/2022	Personal Reasons
Callahan, Kristen	Teacher - Elementary	07/27/2022	Transferred out
Erskin, Shannon K.	Asst Dir of Student Svcs	09/01/2022	Job Demands
Glasgow, Robyn R.	Teacher - Secondary	08/25/2022	Career Change
Greene, Whitney	Teacher - Secondary	08/16/2022	Job Elimination
Gutierrez Orr, Patricia	Teacher - Secondary	08/09/2022	Family Reasons
Moreno, Stephanie	Teacher - Special Ed	08/29/2022	Job Demands
Mussachio, Katherine A.	Principal I	09/02/2022	Job Elimination
Potestio Esparza, Danika	Teacher - Special Ed	08/31/2022	Job Demands
Rodolfich, Suzanne	Teacher - Substitute	08/01/2022	Transferred out
Shepherd, Cameron	Asst Principal I	08/19/2022	Career Change
Siddeeq, Debalina C.	Teacher - Secondary	08/15/2022	Job Demands
Smith, Katrina	Teacher - Secondary	07/19/2022	Family Reasons
Thomas, Natalie	Teacher - Elementary	08/16/2022	Job Elimination
Wolf, Marissa J.	504 Coordinator	09/09/2022	No Reason Given

Promotions/Position Changes

Employee Name (Last Suffix, First MI)	Old Value Description	New Value Description	Hourly Rate or Annual Salary	Bonus Potential	Date In Job
Ayers, Hollie	Family Relationship Coord	Teacher - Secondary	\$61,932.79	0.00	08/17/2022
Cooper, Jessica A.	Teaching Intern	Teacher - Elementary	\$60,970.00	0.00	08/17/2022
Duguay, Meena	Teaching Intern	Teacher - Secondary	\$62,220.00	0.00	08/17/2022
Harrison, Katherine B.	Teacher - Substitute	Teacher - Secondary	\$51,999.92	0.00	04/29/2019
Ireland, Ally M.	Family Relationship Coord	Asst Principal I	\$93,000.00	0.00	09/01/2022
Little, Shannon B.	Teacher - Elementary	Family Relationship Coord	\$62,970.00	0.00	08/17/2022

Lina Arango

Spanish Teacher

CLASSROOM MANAGEMENT – Establish and enforce rules for behavior and procedures for maintaining order among students and create a safe learning environment.

EDUCATION AND TRAINING – Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

FLEXIBLE AND ADAPTABLE – An accommodating and versatile individual with the talent to develop inspiring hands-on lessons that will capture students' imagination and breed success. Aptitude to remain flexible, ensuring that every student's learning styles and abilities are addressed.

Areas of Teaching Proficiency Include:

Ability to follow lesson plans Standards-based Instruction Cooperative Learning Student-centered Assessment Tools Multicultural Awareness/Bilingual Parent-Teacher Conference Technology Integration Use of Manipulative TPR methodology

Education and Certification

Cal State University, San Bernardino –San Bernardino, CA 2019

TESOL Master's Program

Cal State University, San Bernardino –San Bernardino, CA 2015

California Teaching Certification - Single Subject Spanish

Universidad de Caldas – Manizales, Colombia 2011

Bachelor of Education Major: Foreign Languages

Teaching Experience

Spanish Teacher (9th-12th) Palm Desert High School 2018-Present

- Instructing, designing and developing lesson plans to meet the academic and social needs of students.
- Coordinating with parents, teachers, and academic coaches for having students with learning disabilities in general education classrooms.
- Fostering student-learning progress by using a variety of teaching strategies and techniques to provide a solid academic foundation.
- Online teaching.

Spanish Teacher (9th-12th) La Quinta High School 2015-2018

- Instructing, designing and developing lesson plans to meet the academic and social needs of students.
- Coordinating with parents, teachers, and academic coaches for having students with learning disabilities in general education classroom.
- Fostering student-learning progress by using a variety of teaching strategies and techniques to provide a solid academic foundation.

Spanish Teacher (9th-12th) Temecula Preparatory School, CA 2014-2015

- Instructing, designing and developing lesson plans to meet the academic and social needs of students. ● Coordinating with parents, teachers, and academic coaches for having students with learning disabilities in general education classroom.
- Fostering student-learning progress by using a variety of teaching strategies and techniques to provide a solid academic foundation.

Computer Skills

- Google Classroom, Google Forms, Google Drive, Online textbook Microsoft Office (Word, Excel, PowerPoint, Access) Internet Research, Digital Photography.

DANIELLE VELA



EDUCATION

- Grand Canyon University** — *Master's in Curriculum and Instruction* May 2020
- California State University, Fullerton** — *Multiple Subject Teaching Credential* May 2018
- California State University, Fullerton** — *Bachelor of Arts in Communication Studies* May 2017

EXPERIENCE

Capistrano Unified School District— *Long-Term Substitute Teacher*

September 2021- June 2022

- Assumed full responsibility for general/special education classrooms, providing continuity and enhancement of the learning process with diverse students having many different backgrounds.

Hermosa Drive Elementary, Fullerton School District— *Kindergarten Teacher*

January 2018 - May 2021

- Successfully piloted a Kindergarten CoTeach Inclusion program collaboratively with an Education Specialist.
- Positively collaborated on the Leadership team and PLCs to self-reflect and create meaningful experiences tailored to students' needs.
- Effectively facilitated differentiated instruction using Common Core State Standards in homogeneous groups that maximized Balanced Literacy through Guided Reading, Shared Reading, and Reader's Workshop.
- Skillfully scaffolded successful lessons for English Learners to activate their prior knowledge by using visuals, realia, and graphic organizers.
- Collaborated positively as a grade-level to reflect and create meaningful lessons tailored to students' needs.
- Implemented cultural-based thematic units that instilled an awareness and appreciation for multiculturalism.
- Consistently engaged with positive and consistent parental communication interpersonally and digitally.

Golden Hill Elementary, Fullerton School District — *Student Teacher (4th Grade)*

August 2017 - December 2017

- Launched a STEM lesson based on NGSS standards where students used cooperative learning to build their own roller coasters to hypothesize ideas of energy and motion.
- Utilized hands-on mathematics lessons by using manipulatives and visuals to create a conceptual understanding of multiplication and division, while encouraging math talk between students.
- Incorporated technology for immediate formative assessment through the use of Plickers and Kahoot!
- Participated in Individualized Education Plan meetings, parent conferences, and staff meetings.

SKILLS

- Passionate
- Collaborative
- Adaptable
- Response to Intervention
- CA Common Core Standards
- Differentiated Instruction
- Cooperative Learning
- Student-Centered Classroom
- Leadership Team

Stephen Hale

Service-driven and highly motivated individual with extensive experience in leadership and organization. Detail-oriented and well-versed in formal writing and communication. Exceptional collaboration and relationship skills. A talent for designing data-influenced instruction.

Skills

Collaboration

- More than five years of experience working with students, families, and staff to create connections with communities and school sites.
- More than five years of experience collaborating with professional learning communities to analyze student data and develop learning plans including, but not limited to, classroom structure, assessment design, lesson activities, unit design, and student progress monitoring.

Communication

- Worked to keep open lines of communication between partner teachers, students, case managers, and other staff to promote student achievement.
- Produced and maintained documentation of various student data and lesson materials in written form both physically and digitally.
- Well equipped with both written and verbal communication skills as well as the ability to advise others
- Advanced technology skills including more than two years of experience teaching with digital tools and managing distance learning

Analysis

- Ability to process complex forms of data and draw interpretations relevant to student needs
- Experience using various technological tools and data management systems to report and record student progress

Experience

Sunnyside High School 1 Year

-Student teaching during the 2016-2017 school year with Brian Fuentes.

Wawona Middle School 2 years

-Teaching Social Science Grades 7&8 2017-2019.

Tranquility High School 3 years

-Teaching English Language Arts Grade 10 2019-2022.

Education

Bachelor of Arts in both History and Classics from Fresno Pacific University.

Post-Graduate Professional Credential in Secondary Social Science Fresno Pacific University

*Additional references available upon request.

OBJECTIVE

Securing a K-6 virtual teaching position in Southern California serving the students of California Connections Academy.

TEACHING EXPERIENCE

Classroom Teacher, 6th Grade

Ellwood School, Goleta, CA

August 2021- Present

- Adapted academic instruction and support to fit the varying needs of Emerging Multilingual Learners, students with IEPs, GATE identified students, and a Title 1 school community
- Designed and implemented PBIS-supported, grade-level wide behavioral system
- Utilized PLC practices to guide whole group instruction, reteaches, and learning teams, informed by frequent and varied assessment

Student Teacher, 2nd Grade

Ellwood School, Goleta, CA

January 2021 - June 2021

- Incorporated Specially Designed Academic Instruction in English to maximize support for Emerging Multilingual Learners
- Modified participation and assessment to fit unique student needs
- Developed opportunities for collaboration amongst students that follow COVID-19 safety protocols

Student Teacher, 4th Grade

Ellwood School, Goleta, CA

August 2020 - December 2020

- Partnered with Special Education educators to modify instruction to fit the needs of students with IEPs
- Adapted curriculum and lessons to a remote setting while ensuring ample opportunities of student engagement and assessment feedback
- Enhanced teacher-student collaboration by implementing Zoom lunches to build rapport and deepen knowledge of students
- Utilized technology to creatively integrate math manipulatives

Pre-Professional Work

- 1st Grade Math and ELD: Isla Vista Elementary, Goleta, CA
26 hours: October 2019 - December 2019
- Kindergarten: Melinda Heights Elementary, RSM, CA
40 hours: August 2019 - September 2019

Leadership Opportunities

- Ellwood Elementary School Site Council (21-22)
- Student Leadership Advisor (21-22)
- Scriptwriter for bilingual school-wide morning announcements (21-22)

Shannon L. Smith

Credential

California Preliminary

Multiple Subject Teaching Credential with English Learner Authorization

University of California, Santa Barbara

June 2021

Education

Master of Education, Emphasis in Teaching

Gevirtz Graduate School of Education, Teacher

Education Program

GPA: 3.93

University of California, Santa Barbara

June 2020- June 2021

Bachelor of Science, Psychological & Brain Sciences with a Minor in Educational Studies

GPA: 3.26

University of California, Santa Barbara

September 2016- December 2019

Professional Development

- Teacher Induction Program: Year 1 (15 hours)
- Goleta Union Gifted Education and Differentiated Instruction Training for New Teachers (25 hours)
- Designated ELD and ELPAC Prep (10 hours)
- Professional Learning Community Training (10 hours)

OTHER RELEVANT WORK EXPERIENCE

Research Assistant: Pivotal Response Treatment Clinician

Koegel Autism Center, Santa Barbara, CA

April 2019-March 2020

Ropes Course Student Manager/Facilitator

UCSB Adventure Programs, Santa Barbara, CA

September 2017-March 2020

- Facilitated teambuilding for groups of 30+ local 6th graders

TIFFANY HEWETT

ELEMENTARY SCHOOL TEACHER

LICENSURE:

California and Oregon Teaching License
Authorization: PreK-8
Endorsement: Elementary- Multiple Subjects

EDUCATION:

Master of Arts in Teaching Graduation: June 2021
Oregon State University - Cascades, Bend, OR 4.0 GPA
Bachelor of Agricultural Sciences Graduation: December 2019
Oregon State University - Corvallis, OR

TEACHING EXPERIENCE:

Second Grade Teacher, Fremont School District- Virtual Academy, CA **2021-22 School Year**

Teach multiple subjects to 29 students in 2nd Grade (Full Time)

- Implement innovative instructional strategies with Benchmark Advance Reading, Think Central Math Curriculum. Engage students in our virtual learning environment. Use technology to implement instruction through whole and small group lessons. Collaborate with other teachers to ensure quality instruction while always making improvements to our online learning and teaching environment

Second Grade Teacher, Bend-LaPine School District, OR **2020-2021 School Year**

Teach multiple subjects to 26 students in 2nd Grade (Full Time)

- Implement innovative instructional strategies with Wonders, Lucy Calkins, and Bridges Curriculum. Engage students in our virtual learning environment.

First Grade Student Teacher, Pine Ridge Elementary, Bend, OR **2020-2021 School Year**

Teach multiple subjects to 22 students in 1st Grade (Full Time)

OTHER RELATED EXPERIENCE:

Sauvie Island Garden Educator, Sauvie Island Center, Portland, OR 01/2019 - 06/2019

Lead Flight Attendant, Alaska Airlines 02/2014 - 12/2020

OTHER RELATED SKILLS AND INTERESTS:

- Safezone Training completed 2020
- RISE Phonics Reading Workshop Certificate
- Passed ORELA and NES Subtest 1 & 2 and ESOL Testing for California- CLAD Authorization
- Trainings/Seminars Attended Lexia Core5 Reading, Trauma Informed Practices (TIP), Positive Behavioral Interventions and Supports (PBIS), PAWsitive Choices Social and Emotional Learning, Advancement Via Individual Determination (AVID), Trained in Dyslexia & Structured Literacy during a class series through Fremont Unified School District
- Experience with implementation of Community and School Gardens

Christy Branstetter, MA

CAREER OBJECTIVE

Mild/Moderate Special Education Teaching Position

EDUCATIONAL / ACADEMIC DEGREES

California State University – Fresno (2002 – 2003)

Bachelor of Arts Liberal Studies

California State University – Fresno (2003 – 2005)

Preliminary Level I Education
Specialist Instruction

Credential

California State University – Fresno (2005 – 2007)

Preliminary Level II Education
Specialist Instruction

Credential

California State University – Fresno (2005 – 2007)

Masters of Arts with Distinction

Added Authorization for Autism (completion date July 2013)

PROFESSIONAL / EMPLOYMENT EXPERIENCES

Cullinan Education Center – Fresno

(2003 – 2005)

Orton Gillingham Reading Instructor

Rio Vista Middle School / Central West High School

Central Unified School District (2005 – 2011 / 2013 – 2018)

Special Day Class Teacher

Central Unified School District (2006 – 2009)

Home Hospital Instructor

National University

(2008)

Master Teacher

Tenaya Middle School / Roosevelt High School

Fresno Unified School District (2011 – 2013 / 2018 – current)

Special Day Class Teacher / Resource Specialist

CERTIFICATION / RECOGNITIONS

California State University, Fresno – Kremen School of Education and Human Development

(2008) Outstanding Project Award for Transition Planning for Students with Disabilities

Clear Cross-cultural, Language and Academic Development Certificate (2007)

Otter Creek Institute – Eau Claire, Wisconsin (2007) Intervention with the Chronically Disruptive Student

Orton Gillingham Certification (2003)

PROFESSIONAL DEVELOPMENT

Achieve 3000 Differentiated Instruction – training (2013)

Common Core – training (2013)

Write Tools – training (2011-2013)

Step Up to Writing – training (2007)

Language! The Comprehensive Literacy Curriculum – training (2005)

Christy Branstetter, MA

1525 East Greenwich Ave Apt 204
Fresno, CA 93720

(559)289-4446
christy.branstetter@fresnounified.org

References

Teacher: James Obermire
Fresno Unified School District
Cell (559) 270-5727

School Psychologist: Miguel Sanchez
Fresno Unified School District
Cell (559) 321-1058

Stacy Reynolds

Address

Email

Enthusiastic, friendly, and attentive teacher with outstanding technical and communication skills. Seeking to leverage my classroom and on-line teaching experience, working with homeschool families and strong interpersonal skills to a social studies teaching position with Connections Academy.

EXPERIENCE

Flight Attendant

2019 - Current

United Airlines

- Monitor, manage and secure the cabin. Conduct safety check before flight.
- Present emergency equipment and give instructions to passengers on how to use equipment.
- Assist passengers and cabin crew during emergency situations
- Greet and communicate with customers. Prepare and serve drinks and food to passengers.
- Adhere to all aviation rules and regulations. Prepare and submit reports on flight incidents

Substitute Teacher - Long Term (U.S. History - 8th Grade)

2017 - Current

Capistrano Unified School District (Don Juan Avila Middle School)

- Utilize an adopted course of study, instructional program guidelines, and other materials in planning and developing lesson plans and teaching outlines.
- Conduct teaching and instructional activities, using educational equipment, materials, books, and other learning aids.
- Plan, develop, and utilize a variety of instructional materials and aids appropriate to the intellectual and instructional level of pupils from varied socio-economic and cultural backgrounds.
- Counsel, confer with, and communicate with parents, school, and District personnel regarding pupil progress, and in the interpretation of the educational program.
- Cooperatively pursue alternative solutions to ameliorate pupil learning problems, and to enhance expanded academic, social, and emotional growth opportunities.

Educational Facilitator

2018 - 2019

iLEAD Exploration

- Oversee the academic, physical, extracurricular education planning and instruction of students in grades K-12.
- Plan, develop, and organize, in collaboration with the learner/parent, an individual course of study for each learner, which incorporates state standards.
- Meet face-to-face with parent and learner every 20 days to assess and evaluate learner achievement and growth utilizing parent observations and learner work samples.

Teacher, 4th/5th Grade

2015 - 2018

Heart Preparatory Academy

- Plan, prepare and deliver instructional activities that facilitate learning using relevant technology.
- Develop lesson plans, in-class activities, and tests.
- Maintain and report complete and accurate records of student progress.

Customer Account Manager

2004 - 2010

Solar Advantage / REO Maintenance

- Launched real estate sign post company, offering monthly rentals of solar-powered, illuminated sign posts.
- Established REO services to real estate agents providing “one-stop shop” for preservation needs.
- Developed client relationships with 15 accounts generating gross revenues of \$10,000 monthly.
- Promoted Solar Advantage by conducting in-office sales presentations, participating in industry trade shows, and attending weekly real estate marketing meetings. Achieved “Preferred Vendor” status with Tarbell, Realtors.

Title Representative

2001- 2003

New Century / Old Republic Title Company

- Sold title and escrow services through field calls to existing clients and prospected new clients.
- Assisted agents with company provided farming tools to help drive their business.
- Attended industry events and participated in various trade organizations to build relationships.

Territory Sales Manager

1998 - 2000

BRIO Corporation

- Managed 94 stores in the greater San Francisco Bay Area. Increased 1998 gross revenues by 28%.
- Selected as one of the top three sales people in 1998; Attained “Sales Representative of the Year” in 1999.
- Conducted Good Toy Workshops, hosted “Imagination Days,” designated as a lead TSM to train new employees.

Marketing Representative

1996 - 1998

Capezio Ballet Makers

- Managed 65 stores in a \$3 Million, tri-state territory (Northern California, Nevada, Utah) successfully exceeded sales goals by 20%.
- Forecasted sales and developed marketing strategies by store, sold-in new shoe programs, targeted and developed new business in areas where distribution was in deficit.

EDUCATION

Western Governors University, Salt Lake City, UT

Master of Arts in Teaching, Social Sciences, 2018

Preliminary Single Subject Teaching Credential, Social Science

California Southern University, Irvine, CA

Bachelor of Business Administration, 2012

Honors: *magna cum laude*

CERTIFICATES

First Aid/CPR/AED



Michelle Castillo



PROFESSIONAL SUMMARY

National Board Certified educator with 10 years of experience. Proven success in designing engaging lesson plans and integrating educational technology to drive retention, comprehension and participation. Diligent and adaptable in meeting individual student needs with warm and safe educational environments both in person and during virtual instruction.

SKILLS

- Differentiated instruction
- Monitoring student progress
- Creative lesson planning
- Organizational ability
- Flexibility
- Collaboration with colleagues

WORK HISTORY

AVID EXCEL IMPLEMENTATION COACH 08/2021 to CURRENT

AVID | San Diego, CA

- Diagnostically create and facilitate virtual coaching for teachers, administrators and district personnel to ensure success of the AVID Excel program in their first two years of implementation

MIDDLE SCHOOL TEACHER 08/2011 to CURRENT

Pomona Unified School District | Pomona, CA

- Taught classes of up to 35 students pre-algebra and algebra
- Taught classes of up to 25 students the AVID Excel Elective
- AVID Site Team Member (9 years)
- Math Department Lead (4 years)

AVID STAFF DEVELOPER 04/2018 to 08/2018

AVID Center | Sacramento, San Diego, CA

- Facilitate 3 days of innovative and interactive professional development that supports the use of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to implement the AVID Excel Elective.

EDUCATION

Master of Arts | Education 07/2012

Claremont Graduate University, Claremont, CA

- Graduated with 3.86 GPA

Bachelor of Science | Mathematics 06/2011

University of California, Irvine

- Graduated with 3.40 GPA
- Deans Honor List (*Winter 2008, Winter 2009, Spring 2010, Winter 2011*)

CERTIFICATIONS

Google Certified Educator: Level 1 (*June 2020*)

National Board Certification: Mathematics: EA (*November 2018*)

Single Subject Teaching Credential: Mathematics (*August 2012*)

Praxis II: Proofs and Models (*2011*) – Scored 179/200

Praxis II: Mathematics Content Knowledge (*2011*) – Top 15% of test takers

AFFILIATIONS

Math for America, Los Angeles (*2011 - 2018*)

Participated in over 600 hours of monthly development of mathematics content and best practices alongside seasoned teachers and peers.

STEVE A. LOPEZ

EDUCATION

Loyola Marymount University, Los Angeles, CA July 2020 – May 2021
California Single Subject Preliminary Teaching Credential - Chemistry
GPA: 4.00

University of California, San Diego, La Jolla, CA Sep. 2009 – June 2015
B.A. Sociology
GPA: 3.28 (Major GPA – 3.75)
Awards: Provost Honors - Spring 2014 & Fall 2014
Activities: Rugby Club Captain 2012-13, AIChE Student Chapter President 2012-13

WORK EXPERIENCE

Los Angeles Unified School District, Los Angeles, CA Aug. 2020 – June 2022
Chemistry Teacher, Jordan High School

- Planned, created, and implemented a bilingual (English and Spanish) NGSS-aligned curriculum for 130 students.
- Implemented and refined a Mastery Learning and Grading (MLG) system across all my classes, resulting in an 80% passage rate (C or higher) for the 2021-22 school year.
- Collected, entered, and updated student progress data regularly in order to inform future instruction.
- Taught and managed 130 students via process-oriented guided inquiry learning.
- Collaborated with two special education teachers to teach two inclusive classrooms (i.e. a general education setting where students with and without learning differences learn together).
- Raised funds for classroom materials via DonorsChoose (e.g. raised \$1100 for an air quality project).
- Sponsored the establishment of an environmental club and recycling program in 10 classrooms.

Teach For America, Los Angeles, CA June 2020 – June 2022
Corps Member

- Selected from approximately 45,000 applicants nationwide to join the national teacher corps of recent college graduates and professionals who commit two years to teach in under-resourced public schools in order to address educational equity.
- Engaged in professional development activities, including Latinx DEI-affinity spaces, workshops, individual and group reflections, readings, and 'learning teams' specific to my teaching license area.

Lynwood Unified School District, Lynwood, CA Aug. 2018 – June 2020
Substitute Teacher

- Managed elementary, middle, and high school students in their daily classroom assignments.
- Effectively managed and maintained classroom environments conducive to learning.
- Instructed and interacted with neurodiverse students across all grade levels.

JET Programme, Nagasaki, Japan July 2017 – July 2018
Assistant Language Teacher

- Selected from approximately 4,500 applicants nationwide to join young college graduates from around the world to participate in internationalization initiatives and be involved in foreign language education at two high schools in Nagasaki prefecture.
- Planned and executed lessons for first, second, and third-year English conversation classes at two senior high schools.
- Assessed over 800 students in their English reading, speaking, and listening comprehension skills.

VOLUNTEER EXPERIENCE

Hispanic Scholarship Fund, Los Angeles, CA Aug. 2016 – Nov. 2020
Events Volunteer

- Provided logistical and programmatic support at ten college outreach events and leadership conferences.

Tree People, Los Angeles, CA May 2021 – present
Tree Planting Volunteer

- Work in small groups to plant and maintain trees in the neighborhoods across southeast Los Angeles.

GREGORY ISRAEL

I believe school, like life, should be filled with curiosity, creativity, appropriate challenges, balance, and fun. I want my students to become successful, confident, reflective learners, and each decision I make in the classroom is grounded in this fundamental purpose. Along with a balanced, thoughtful approach to education, I offer creativity, commitment to professionalism, and a lifelong love of learning. I treat my students and colleagues the way I want to be treated—with fairness, honesty, and respect.

PROFESSIONAL EXPERIENCE

Scoot Education | Stockton, CA

January 2022 – Present

Teacher / Substitute Teacher

- Currently teaching Visual Art in Summer School at Ben Holt Academy.
- Co-taught Grade 9 Integrated Math at Ben Holt Academy.
- Substituted at Ben Holt Academy.
- Substituted at Langston Hughes Academy.

American Overseas School of Rome | Rome, Italy

August 2019 – June 2021

Teacher

- Taught Grade 7 Social Studies, IB Economics, AP Economics, Theory of Knowledge, and AP Comparative Government and Politics.
- Taught approximately 150 synchronous online lessons over 3+ months during the COVID-19 shutdown of Spring 2020.
- Volunteered to be an Advisory mentor.
- Sold laser-cut snowflakes at the Holiday Bazaar to raise money for the Joel Nafuma Refugee Center.

American International School | Chennai, India

July 2016 – June 2019

Teacher

- Taught IB Economics, AP Economics, Entrepreneurship, AP Psychology and Modern World History.
- Addressed faculty concerns as a member of the Head's Round Table.
- Support IB Diploma students as EE Supervisor.
- Assisted with the planning and judging of National History Day.
- Provided input on high school issues as a participant of the Faculty Council Forum.
- Designed the new Entrepreneurship course which integrates inquiry and PBL.
- Advised the Songwriter's Society after school activity.
- Collaborated with administration, students, and other teachers to revise the high school retake policy.
- Worked with my colleagues to implement the C3 Social Studies Framework as a member of the Social Studies Curriculum Committee.
- Contributed to the redesign of the grade 10 history course, helping to transform it into an integrated social studies class.
- Investigated opportunities to collaborate across disciplines as a member of the Interdisciplinary Committee.
- Represented the faculty as a member of the Student Advisory Forum.
- Hosted four activity sessions for Discovery Days allowing students to discover the joys of songwriting and tabletop roleplaying games.
- Co-hosted a jam session for Wellness Wednesday for fellow teachers.
- Increased student interaction with local culture as a co-leader of multiple Discover India trips, earning excellent student reviews.

Shanghai American School | Shanghai, China

July 2010 – June 2016

Teacher

- Taught IB Economics, TOK, AP Economics, Modern World History, and Applied Economics & Business
- Guided the Modern World History PLC Team and served as its facilitator.
- Increased student interaction with local culture as a co-leader of Shaolin Kung Fu China Alive trip.
- Supported IB Diploma students as EE Supervisor.
- Integrated elements of gamification in Applied Economics & Business and Modern World History to provide opportunities for differentiation and standards based assessment.

- Created online Applied Economics and Business course as part of a two year pilot program.
- Revised curriculum for Business & Management course.
- Developed action step recommendations to achieve goals set by the Leadership Team as member of the School Advisory Group.
- Advised Varsity Model United Nations team and chaperoned team trips to Singapore, The Hague, and Beijing.
- Collaborated with elementary music teacher to teach ukulele to fourth graders.
- Advised What's The Scoop video journalism club and Teens Act for Aids club.
- Supported IB Diploma students as CAS Advisor.
- Co-lead Shanghai China Alive.
- Co-lead Qingdao Sailing China Alive.
- Chaperoned a team of students to Indonesia for a Habitat for Humanity build.
- Chaperoned a team of students to the Jacaranda School in Malawi.

Korea International School | Seoul, Korea

July 2007 – June 2010

Teacher / Technology Integration Specialist

- Taught AP Psychology and Psychology.
- Assisted with school accreditation as a member of the Curriculum, Instruction, and Assessment WASC Focus Group.
- Revised curriculum for Contemporary World Issues.
- Assisted with choir, art, drama, speech & debate, NHS, and student council events.
- Provided students with extra curricular activities by advising a variety of clubs, including: Movie Making Magic, Manga Making Magic, Phoenix Film Festival Club, and MIDI Workshop Club.
- Trained teachers and students in the use of Apple computers, software, and web 2.0 tools.
- Assisted teachers from all disciplines to develop lessons and units which utilize technology to enhance student learning.
- Provided technology related professional development workshops for teachers in a variety of areas including: Mac Basics, Introduction to Wikis, Advanced Wikis, Introduction to iWorks, Introduction to Pages, Introduction to Keynote, Introduction to iMovie, Introduction to Garage Band, Advanced Garage Band, Social Bookmarking, and Tips, Tricks, and Timesavers.
- Provided individualized instruction for teachers and/or their classes in a variety of areas including: Pages, Keynote, iTunes, Garage Band, iMovie, Remote Desktop, Comic Life, Wikispaces, Wetpaint, Diigo, Voice Thread, Ning, Xtranormal, Screencasts, and Webpage creation.
- Integrated NETS Standards into curriculum and developed learning outcomes and technology rubrics as a member of the Technology Committee.
- Authored Pixels & Pedagogies, a technology blog and newsletter.

American School of Bangkok | Bangkok, Thailand

July 2005 – June 2007

Teacher

- Taught Economics, AP Psychology, Psychology, and Geography.
- Guided curriculum development, standards adoption, and material purchases as Social Studies Head of Department.
- Collaborated with School Director to develop a technology growth plan.
- Advised seniors as Grade 12 Homeroom Advisor.
- Encouraged and supported student leaders as Co-Advisor of Student Council.
- Improved students' school experience as a member of the Student Welfare WASC focus group.
- Increased students' involvement in the community as a member of the Parent Advisory/Community Service committee.
- Evaluated and planned school resources as a member of Resource Management WASC focus group.

Sierra High School | Manteca, CA

August 1997 – June 2005

Teacher

- Taught Economics, Government, Psychology, World History, and Leadership.
- Assisted and trained all new teachers in Manteca Unified School District as a BTSA/CFASST Trainer.
- Mentored teachers new to Sierra High School as a BTSA Support Provider.
- Encouraged student participation in extracurricular activities as Leisure Sports Club, Lego Club, and Asian Club Advisor.
- Reviewed questions for the Golden State Exam in economics and government and designed MUSD Economics Final.
- Collaborated with all school stakeholders as elected member of the School Site Council.
- Coached two VOL Championship varsity women's tennis teams and was assistant coach of championship track & field team.
- Tutored teenage mothers in Youth Enrichment & School Readiness program.

- Received Award of Excellence from the Outstanding Teacher Recognition Program of University of California, San Diego.
 - Planned and solicited support for academic rallies as a member of the Lobo Gold Committee.
 - Coordinated annual student leadership meeting for nine schools and 100 students as the Student Leadership Advisor.
 - Redesigned government and economics classes as member of district social studies curriculum committee.
 - Nominated for the California Educational Placement Association's Outstanding First Year Teacher Recognition Award.
-

ADDITIONAL EXPERIENCE

Apple | Korea, Singapore, Thailand

July 2009 – June 2011

Apple Professional Development Trainer (Freelance)

- Produced and delivered single and multi-day training programs and materials for technology integration into classrooms for over 200 teaching professionals in multiple learning environments and locations

Katizzi | Stockton, CA

July 2021 – Present

Co-Owner

- Manages the operations of an online retail site for custom-made jewelry sold through Etsy with 550+ items sold to date, 50+ positive reviews, Star Seller status, 5-star average rating.
- Conducts in-person, direct-to-customer sales at various vendor events.
- Uses design thinking to create, refine, and produce innovative original pieces.
- Works with customers to ensure satisfaction as orders are received, fulfilled, and shipped on-time.
- Collaborates with co-owner to create marketing materials, write descriptions, take photos, and update inventory lists.
- Partners with environmental and sustainable causes to support environmental health and awareness.

Blue Oxrat | Stockton, CA

2019 – Present

Writer / Copy Editor / Copy Writer (Freelance)

- Writes, reviews, edits, and publishes over 10 written products for multiple clients on a variety of topics.
 - Researches relative topics and incorporates accurate data while considering multiple perspectives.
 - Manages workflow to ensure content is submitted on time, and meets length and content requirements.
 - References The Chicago Manual of Style, in-house style guides, and Merriam-Webster to make decisions about grammar, spelling, punctuation, and mechanical issues.
 - Comprises concise queries to identify inconsistencies, raise questions, and offer suggestions to improve awkward or unclear language within materials.
 - Creates style sheets to record decisions about mechanical issues and ensure consistency with house style and authorial style within edited documents.
 - Manages multi-member teams to set and meet project goals and deadlines.
 - Copy edited a 400+ page book to improve clarity of writing and enhance readers' understanding.
-

EDUCATION AND CERTIFICATION

Stanford University | Stanford, CA

Master of Arts in Education

University of Oregon | Eugene, OR

Bachelor of Arts in Economics

California Single Subject Teaching Credential — Social Studies (with CLAD)

Apple Distinguished Educator

LogicPro Certified

TECHNICAL PROFICIENCIES

Google Workspace (gmail, calendar, docs, sheets, meet) | Google Classroom LMS | PowerSchool Database | Moodle | Adobe Illustrator | Adobe InDesign | Zoom | Pages | Keynote | iMovie | Logic Pro

Jennifer L. Blake

PROFESSIONAL PROFILE

Empathetic and hardworking educator with 6 years of various teaching experiences. Hones natural ability to connect and inspire students from diverse backgrounds and circumstances. Communicates and collaborates with colleagues, administrators, parents and other staff. Works hard to develop engaging, student-centered, differentiated instruction that develops critical thinking skills in students with strong emphasis in reading and writing.

EDUCATION

Master of Arts in Teaching, English Education (Secondary) January 2020
Western Governors University | Salt Lake City, UT

Bachelor of Arts, History with English Minor August 1998
Brigham Young University | Provo, UT

CERTIFICATION/LICENSURE

Oregon Department of Education, Preliminary Teaching License – PreK-12 ELA February 2020

Utah Board of Education, Professional Educator License—Secondary ELA January 2020

NOTEWORTHY ACHIEVEMENTS

WGU Excellence Award in Application in Instructional Planning and Presentation and in English Pedagogy 2018

TEACHING EXPERIENCE

Klamath Union High School| Klamath Falls, OR

English Language Arts Teacher

- Taught 9th and 10th Grade Advanced and General Classes
- Developed Curriculum with a heavy focus on reading and writing
- Connected with students, parents and other faculty members to improve student performance
-

Klamath Falls City Schools| Klamath Falls, OR October 2016 –June 2021

Substitute Teacher

- Substitute taught primarily at Klamath Union High School and Ponderosa Middle School
- Taught various classes and maintained good classroom management

Klamath Falls City Schools| Klamath Falls, OR August 2019 – December 2019

Student Teacher—9th and 12th grade English Language Arts, Klamath Union High School

- Worked with four different ELA teachers in grades 9 and 12, teaching 5 different classes
- Created dynamic learning opportunities of differentiated instruction to accommodate students at all levels
- Collaborated with Special Education and English Language Development teachers to develop appropriate accommodations for students to help them succeed

Klamath Falls City Schools| Klamath Falls, OR January 2015 – June 2016

Technology and Assessment Specialist/Paraprofessional, Conger Elementary School

- Supervised and encouraged typing education for students in grades 1st through 5th
- Scheduled and administered Smarter Balanced, STAR and Easy CBM assessments

Klamath Falls City Schools| Klamath Falls, OR

September 2012 – June 2014

Parent Volunteer

- Worked with small reading groups in a classroom setting
- Helped in various art projects and with other activities such as making copies, materials preparation, etc.

ADDITIONAL EXPERIENCE

Assistant Soccer Coach (2012-2016, seasonally) Basin United Soccer | Klamath Falls, OR

- Assisted in teaching children soccer and encouraged children to do best and have good sportsmanship

Head of Church Youth Program (2012-2015) Klamath Falls, OR

- Led Sunday School program for approximately 50 children ages 1-12 for approximately 2 hours every Sunday

Cub Scout Leader (2009, 2012-2014) Boy Scouts of America | Rock Springs, WY and Klamath Falls, OR

Shideh (Sheila) Nejad

SUMMARY

Credentialed in Multiple Subjects (R2M), Mild/Moderate Disabilities (R3MM), and ELA1. Experienced in General Education, Special Education, and Gifted with background in accounting profession. Particular expertise in Elementary Teaching, Accounts Receivable, Accounts Payable, Billing, Collections, Time Management, and Administration.

EMPLOYMENT

Santa Ana Unified School Districts

Santa Ana, CA

- Santa Ana Virtual Academy (SAVA), 1st grade (Aug. 2021 – Jun. 2022)

Newport-Mesa Unified School Districts

Costa Mesa, CA

- Summer Enrichment Program (Jun. – Aug. 2021)
- TOSA (Apr. – Jun. 2021)

Irvine & Capistrano Unified School Districts

Irvine, CA / Capistrano, CA

- 2020-Current (Substitute Teacher)

Coconut Palm Elementary

Miramar, FL

- 2014-2020 (5th Grade)

Sheridan Hills Elementary

Hollywood, FL

- 2013-2014 (5th Grade)
- 2012-2013 (1st and 2nd Grade Split)

Substitute Teaching

Broward County School Board

- Pembroke Lakes, Sheridan Hills, and Embassy Creek Elementary Schools
Dec. 2005 – Oct. 2013

Operations Manager

Hi-Tech Amusement

Pembroke Pines, FL

- Managed the operations of a small business.
- Performed all accounting duties, tax reports, and billing

Education

B.A. in Foreign Languages

Allameh Tabatabaei University, Tehran-Iran

Certificate in Accounting Operations

Sheridan Vocational Technical Center, Hollywood - FL

Elementary Ed. Skills

Broward County School Beard Workshops

- Daily 5
- Common Core (Reading, Math, Science, and Social Studies) – Grades 5 and 1
- Social Studies New Adaptation – Grade 1
- Math Big Idea – Grade 5 & Grade 2
- Singapore Math (Intermediate)

Antonios Theodosis

Secondary Social Studies Teacher

Antonios Theodosis

D. Pat Johnson
Supervisor of Teacher Education
david.p.johnson@ucr.edu

References

(503) 969-5438
Francisco Picazo
Social Studies Teacher & AVID coordinator at Palm Middle School
fpicazo@mvusd.net
(951) 322-9009

Objective

Seeking a secondary social science teaching position. Looking to provide students with the understanding of historical topics, concepts, events, and to further develop their critical and analytical thinking skills. I believe that individual student backgrounds play an important role in the understanding of the world around them and how they relate their perception of the world to social science.

Experience

Student Teacher / Palm Middle School, Moreno Valley Unified School District

August 2020 - June 2022

- Instructed 7th grade students in Medieval World History coursework through personally developed lesson plans, activities, and assessments designed to follow the California Common Core State Standards.
 - Participated in designing and developing assessments to measure student learning of content while designing accommodations to ensure that differentiated learners such as ELL and RSP students were adequately assessed.
 - Led after school intervention programs to assist students at various achievement levels
 - Participated in AVID skill set development with AVID coordinator
-

Education

University of California, Riverside / Master's of Education in General Education w/Preliminary Single Subject Credential

June 2021-July 2022

University of California, Riverside / Bachelor's of Arts, History

September 2019 - June 2021, Riverside, CA.

Awards

Dean's Honors List, University of California Riverside, March 2020-December 2021.

CASSANDRA SHARPE

EDUCATION

California State University, Chico

Multiple Subject Teaching Credential

May 2018

Bachelor of Science in Recreation Administration

May 2003

PROFESSIONAL EXPERIENCE

Citrus Elementary School, Chico Unified School District, Chico, CA

Kindergarten Teacher

August 2021- June 2022

- Prepared and delivered education curriculum to 23 kindergarten students using play-based learning and hands-on teaching methods
- Monitor children's interactions and nurturing cooperation and sharing through social emotional learning
- Grade level collaboration to maintain consistency among classrooms, deliver grade level data from assessments, enhance and improve lesson plans and implementation, and share classroom management strategies
- Utilized google classroom, Aries and Parent Square to communicate needs and accomplishments to families
- Participated in professional development, trainings, and voluntary educational opportunities provided by the district while working closely with administration
- Teaching letter recognition, phonics, numbers and awareness of nature and science
- Raised sufficient funds for classroom supplies and snacks for class

Professional Ski Instructors of America, Western Division Truckee, CA

Event Manager

October 2019 - August 2021

- Plan and manage events for groups up to 400 adults that combine education and snowsports
- Collaborate with internal and external stakeholders to achieve the organization's goals and objectives
- Expand potential business opportunities through building and maintaining relationships with ski resorts, vendor, members and community members
- Execute contracts, event logistics and grants
- Facilitate communications with team using Basecamp database
- Update website content, created social media and membership email content for division

Placer County Public Health Department, Auburn, CA

September 2020- January 2021

Client Services Assistant- I

- Data collection of critical information for Placer County Public Health
- Provide support, referrals, and answer questions clients may have about COVID- 19
- Contact Tracer and Contact Investigator for Placer County

Independent Contractor, Truckee, CA

Education Research Consultant

September 2019- December 2019

- Conducted research through interviews with staff from school districts, private schools, and education nonprofits
- Analyzed need-based programs, foundations of teaching, and measures of success to develop best practices

Event Planning Consultant

October 2013- August 2019

- Successfully executed corporate conventions, conferences, weddings, ski events, and yoga retreats

Union Hill Elementary, Union Hill School District, Grass Valley, CA

2nd Grade Teacher

August 2018- June 2019

- Prepared, delivered and adapted education curriculum to 23 second grade students
- Grade level collaboration to maintain consistency among classrooms, deliver grade level data from assessments, enhance and improve lesson plans and implementation, and share classroom management strategies
- Utilized google classroom, SeeSaw, and PowerTeacher Pro to communicate needs and accomplishments to families
- Participated in professional development, trainings, and voluntary educational opportunities provided by the district
- Raised sufficient funds for classroom supplies and materials for low income students

Vail Resorts, Truckee, CA

Event Manager, Commercial Operations

October 2009- October 2013

- Event lead of signature events, weddings, and corporate events for Northstar California
- Developed detailed timeline and action plan for events and coordinate team to ensure all details were completed
- Planned and managed event details: secured permits, negotiated sponsorship agreements, more details
- Prepare and execute budget within guidelines
- Managed and coordinated all live music within resort including logistics, contracts, and staffing
- Provided clear details and copy of events with local media, and the internal marketing team

Tahoe Truckee Unified School District, Truckee, CA

Substitute Teacher/ Substitute Administration

September 2015- December 2020

- Utilized classroom management skills to teach multiple subjects to students within the district
- On call to perform administration duties such as open enroll processing, workers comp, insurance reporting, and assist with substitute databases

Administrative Assistant of Student Services

October 2013- November 2015

- Administered email communication between school staff, families, other districts, and county agencies
- Maintained yearly budget, created yearly calendar of department staff meetings, wrote grants to fund programs
- Collected and approved payroll for 30 staff, prepared independent contractor agreements, completed state mandated reports, and data entry and management in Frontline Education, School Dude, and Escape

CERTIFICATIONS

- Multiple Subject Teaching Credential, May 2018
- Graduate of the North Lake Tahoe Leadership Program, 2012
- Completion of Level 1: Leadership Coaching for High Performance, 2015
- Pediatric and Adult CPR/AED Certificate, American Red Cross, exp. June 2022

VOLUNTEER EXPERIENCE

- Raised over \$10,000 for families affected by the CampFire, November 2018
- Assistant Coach for Girls on the Run Sierras, 2007- 2009
- Ambassador for LUNA Chix, Tahoe Luna Chix Mountain Biking Team, 2007-2009

Kaitlyn Ziegler, Customer Success Manager

PROFILE Results and data-driven student-focused collaborator experienced in aligning outcomes with goals. Well-versed in strategically performing needs analysis, connecting with stakeholders on best practices, and leading high-impact projects. Proven track record building powerful relationships, creatively solving problems and effectivity partnering across departments.

CORE COMPETENCIES

Strategic goal-setting | High EQ | Relationship Building | Team Leadership | Presenting | Training | Written and oral communication | Detail-oriented | Efficient multi-tasker

EMPLOYMENT HISTORY

- Aug 21 – May 22 **School Counselor, Westborough Middle School** South San Francisco, CA
- Achieved 100% 8th graduation rate for all 250 students by developing powerful guardian relationships via cold call/email.
 - Managed team of 3 to increase student social-emotional well-being by 65% per annual needs assessment.
 - Delivered high school readiness, college preparedness, and Middle College parent night webinar for 8th grade families.
 - Mobilized Student Success Team meetings with student, family, and teachers for 20 students who raised their at-risk grade(s) before end-of-term.
 - Engineered tutoring program where 70% of academically at-risk students raised their grades in 8-week cycles.
- Aug 19 – May 21 **Department Head and School Counselor, Oceana High School** Pacifica, CA
- Promoted to Department Head in Aug '20 to lead initiatives including remodeling 12th grade orientation and transfer student protocols to increase retention of incoming students by 40%.
 - Led team of 6 to increase academic success by an average of 10% for 40 students in the Student Success Team program.
 - Advocated to district leaders using data of staff/student mental health to pass proposal of acquiring wellness EdTech tool, CareSolace, resulting in a 45% increase in staff wellness and 30% increase in student wellness by EOY.
 - Facilitated 4 workshops on topics like college readiness for students/parents with 100% satisfaction rate.
 - Trained 4 math department teachers on equitable student outcomes in math to decrease F's by 20% over 1 semester.
 - Created Career Days as a motivation intervention for at-risk students, increasing their grades by 25% and attendance by 200% over 3 months.
- Jul 18 – Jun 19 **School Counselor, Charlottesville Catholic School** Charlottesville, VA
- Built first-ever counseling program with ongoing needs analysis that shaped monthly SEL curriculum and marketing to families for 330 students in Pre-K-8 private school setting.
 - Launched after-school tutoring program to accelerate math learning efforts by 25% for special-education students.
 - Maintained newsletter for K-8 families on early college preparedness and increased readership by 30% at EOY.
 - Spearheaded semester-long elective courses for grades 6-8 called "Stress Less" decreasing stress symptoms by 75% as reported by parents/guardians.
- Aug 17 – Jun 18 **School Counselor, Western Albemarle High School** Crozet, VA
- Innovated Section 504 plan documentation increasing parent satisfaction by 45% for department.
 - Co-coordinated AP and SAT testing for 60 staff with zero anomalies amongst 700 student tests.
 - Gained in-depth understanding of 150+ course requirements in 1mo. to expertly coach families through course requests.
 - Recognized and responded to student/parent needs for 250 accounts in high-pressure setting.
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EDUCATION

- Aug 15 – May 17 **M. Ed. in Counselor Education, University of Virginia** Charlottesville, VA
- Chi Sigma Iota international counseling honors society (Rho Beta chapter)
 - Chosen candidate and script writer for [Curry School Counselor Education video](#)
- Aug 10 – Dec 14 **B.S. in Human Development, University of California, Davis** Davis, CA
- Dean's List: Fall 2010, Winter 2011, Fall 2013

Rachel Lee

Math Teacher

Profile/Summary: Student driven teacher whose goal is to teach and inspire students through learning in an engaging environment and application and use of mathematics in their daily lives and future careers.

Contact

Education:

2016 - 2018

- **Single Subject Credential, Mathematics**

California State University, Long Beach

2011 - 2016

- **Bachelor of Science, Mathematics**

California State Polytechnic University, Pomona

Special Skills:

- Google G Suite
- Microsoft Office
- Google Classroom
- Canvas
- Nearpod
- EdPuzzle
- Blooket
- Aeries

Teaching Experience:

December 2021 – Present

Math Teacher

Santa Ana Virtual Academy, Santa Ana, CA

- Develops daily lesson plans and assignments utilizing various tools for students of different levels and needs delivered via Zoom, and Canvas.

August 2020 – November 2021

Math Teacher

Charter High School of the Arts (CHAMPS), Van Nuys, CA

- Facilitated transition of students to new math curriculum online and in-person with teachers and educators.
- Completed professional development through LA County Office of Education.

January 2020 – April 2020

Long Term Substitute Teacher

Orange County High School of the Arts, Santa Ana, CA

- Presented daily lesson plans, assignments, and activities to teach and engage 9th, 10th, 11th, and 12th grade students.
- Collaborated with administration and other teachers to develop and implement a study skills plan to help students transition into distance learning.

December 2018 – December 2019

Long Term Substitute Teacher

Orange Unified School District, Orange, CA

- Created and presented daily lesson plans, assignments, and activities for 6th, 7th, 8th grade mathematics and leadership students.
- Continued education through professional development opportunities about: WICOR, AVID strategies, and STEAM focus.

August 2017 – Present

Youth Education Series: Physics Properties of Motion Facilitator

Disneyland Resort, Anaheim, CA

- Teaches middle, high school, and college students about how physics applies to real life situations at the Disneyland Resort.
- Relates the science behind Disney's famous rides to students while also preserving the intrigue and magic of the experience.

Aalaneja Stelly

Objective

Obtaining a position as a Virtual Academy Instructor order to help facilitate online, targeted, standards based learning leading to mastery for all students.

Experience

Educator Kindergarten- Third Grade 1997-Present

- Create the most effective learning environment that Guides Academic and Social-Emotional Success (In-person and Virtual)
- Collaborate with colleagues, administration, parents, developing educators, and other community stakeholders (In-person and Virtual)
- Proctor and accurately report state testing (In-Person and Virtual)
- Implement new District programs and strategies for instruction (In-person and Virtual)
- Target the most effective strategies/components of a variety of curricular models for individual learners or small group needs (In-Person and Virtual)
- Formulate solutions that have increased productivity of time and learners outcomes. (In-Person and Virtual)

School Site Elementary "Early Language and Literacy Plan" (ELLP) designee 2017-June 2020

- Guide teachers into integration of guided reading and phonetic support models.
- Conduct professional development to facilitate the implementation of 95% group and other literacy intervention materials
- Provide support for intervention reading strategies K-3.
- Guided and provided classroom support to all K-2 staff in gathering the most effective data needed to guide the formation and implementation of ELLP strategies and programs for their specific learners.

Curriculum Planner/ Intervention Supervisor (USC Kinder2College) 2017-2018

- Design the teacher educational curriculum to guide their enrichment and intervention courses. (grades K-3)
- Supervised the afterschool Kinder2College program for K-4 students
- Gather and Share periodic data on each individual learner to gauge the effectiveness of intervention strategies being implemented

California Commission on Teacher Credentialing 2018-Present

- Score teaching Candidates CalTPA submissions for obtaining of teaching credential within California (Virtual)

Education

California State University Northridge

1990-1997

Bachelor of Arts History

University Of Phoenix

2008

Master of Arts Curriculum and Instruction

Accolades

2017 Los Angeles Teacher of The Year

References

Joyce Oldaker (Educator)

(213) 248-5361 joldaker@lausd.net

Kerry Kehley (Principal)

(818) 439-9679 kkehrley@lausd.net

Elizabeth Kane (VA 6 Administrator)

elizabeth.kane@lausd.net

Jannel Wyant

EDUCATION

California State University, Fullerton January 2022
Single Subject Foundational Science Credential

California State University, Fullerton January 2021
Bachelor of Science Child & Adolescent Development; Minor Natural Science

TEACHING EXPERIENCE

Valadez Middle School Academy February 2022-Present
Science teacher creating curriculum, lesson planning with staff, and communicating with parents.

Travis Ranch Middle School February 2021-January 2022
Science student teacher creating curriculum, lesson planning with staff, and communicating with parents.

CSUF College of Education February 2021- May 2021
Developing curriculum and tutoring middle school students in Science on Zoom.

South Junior High School February 2020-April 2020
Assisted teachers and students in science classes with dual immersion and school activities.

Heritage Oak Private Education May 2018- May 2021
Facilitated students in various summer camp school activities and field trips.

Glenknoll Elementary School September 2019- March 2020
Assisted teachers and students in dual immersion science classes with school activities.

Kraemer Middle School February 2019- May 2019
Helped teachers and students in a Math and Language Arts Gate class.

RELEVANT EXPERIENCE

Student California Teachers Association January 2019-May 2021
Member and served as president for 2020-2021 year.

SKILLS

California Foundational Science Teaching Credential Exp. February 2027

CPR/AED Exp. November 2023

Carrie T. Page
General Education Teacher
Special Education Teacher

Dedicated and compassionate educator with experience in special education and general education across grade levels K-12. Maintains a passion for instilling in children a love for learning.

Areas of skill include:

- Student Motivation
- Team Teaching Approach
- Technology Integration
- Virtual Lessons
- Common Core
- Student-centered Learning Environment
- Errorless Teaching
- Multi-sensory Lessons
- Use of Standardized Academic Assessments
- English Language Learner Authorization

EDUCATION & CREDENTIALS

Clear Multiple Subject Teaching Credential
with CLAD certification to teach bilingual learners (2009);
California State University San Marcos, San Marcos, CA

Clear Level I Education Specialist
Credential Mild/Moderate with Autism Authorization (2009);
California State University San Marcos, San Marcos, CA

Bachelor of Arts (2008); Major: Human Development
Emphasis in Counseling Services
California State University San Marcos, San Marcos, CA

WORK EXPERIENCE

The Classical Academies

April '18 - June '22

Specialized Academic Instructor

- Developed Individualized Education Programs (IEPs) for the individual needs of students in grades K-8 with mild, moderate, and severe disabilities
- Proficient in writing effective, meaningful student IEP goals

- Evaluated students in order to identify student needs
- Coordinated services for students with mild, moderate, and severe disabilities to ensure efficient instruction and an effective, cohesive program
- Virtually taught students lessons based on IEP goals
- Consulted/collaborated with parents, employees, and providers to ensure appropriate delivery of services and adherence to special education law
- Scheduled services for students to provide efficient and effective support for students
- Appropriately made modifications and interventions of classroom curriculum and setting

San Diego County Office of Education

2021 - 2022

Beginning Teacher Support and Assessment (BTSA) Mentor

- Provided support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- Facilitated candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connected candidates with available resources to support their professional growth and accomplishment of the ILP
- Reviewed the ILP with candidates and made adjustments as needed

Bella Mente Montessori Academy

Aug '16 – April '18

Upper Elementary Teacher

- Observed, guided, supervised, and assessed upper elementary students (4th-6th grade)
- Developed lesson plans, independent learning exercises, curricula, and methods that cater to the needs of the individual students.
- Created and maintained a safe, clean, stimulating classroom
- Monitored and assessed student progress
- Managed classroom Instructional Assistants

Wet Noses Natural Dog Treat Company

June '15 – May '16

Account Coordinator

- Developed direct sales presentations for new and existing customers
- Traveled to trade shows across the United States
- Maximized sales and margin revenue
- Maintained existing customers accounts

Oceanside Unified School District

January '15 – May '15

ELL Intervention Teacher/Substitute Teacher

- K-5th grade substitute teacher in general education and special education classrooms
- Third- 5th-grade small group writing instruction (5 months)

San Diego Global Vision Academy

August '14 – January '15

Instructional Associate

- Whole group instruction for grade levels K-8
- Small group RTI instruction
- One-on-one student support
- Small group guided reading instruction

Fallbrook Union School District

May '12 – June '15

Substitute Teacher/Long Term Substitute Teacher

- Preschool – 12th-grade substitute teacher in general education and special education classrooms
- Mild/moderate classroom that serviced 7th & 8th-grade students (2 months)
- SDC moderate/severe classroom that serviced 1st -3rd-grade students (2 months)

San Marcos Unified School District

August '09 – June '15

Substitute Teacher/Long Term Substitute Teacher/Instructional Aide

- Preschool – 12th-grade substitute teacher in general education and special education classrooms
- Long-term substitute in an RSP classroom that serviced K-5th grade students (7 weeks)
- 1:1 ABA instruction with preschool students with Autism (8 months)

ADDITIONAL EXPERIENCE / CERTIFICATIONS

UC San Diego

2021

Classroom Pivotal Response Training (CPRT) Certificate

- Participated in a 23-week CPRT study
- Trained in evidence-based intervention techniques for children with ASD
- Planned and implemented virtual lessons according to CPRT components
- Received 1:1 coaching based on observations of my virtual CPRT lessons
- Participated in group virtual CPRT workshops

San Marcos Elementary School – San Marcos, CA

Spring 2008

Classroom Aide

- 90 hours of field experience in 5 classrooms grades 1st-5th
- Graded student's work (AR tests, spelling tests, and academic worksheets)
- Facilitated small group instruction

*** Received honorable mention for fieldwork from the Office of Community Service Learning at California State University San Marcos**

California State University San Marcos – San Marcos, CA
2006-2008

Research Assistant

- Collected data
- Performed data entry and data analysis
- Wrote APA-style papers and posters presenting research findings
- Authorship of two different posters that were presented at The Western Psychological Conference in Vancouver, BC in May of 2007
- Presented research findings at The Western Psychological Conference in Vancouver, BC

California State University San Marcos,- San Marcos, CA
Fall 2006

Community Event Planner “Because I Care” 5k walk/run

- Assisted in organizing the 4th Annual CSUSM Alzheimers and Family Resource Fair in October 2006
- Assisted in organizing the 1st Annual “Because I Care” 5k walk/run in October 2006
- Contacted vendors and organizations to solicit participation in the Alzheimer’s and Family Resource Fair and “Because I Care” 5k walk/run event
- Collaborated with event planners to ensure the success of the Alzheimer’s and Family Resource Fair and “Because I Care” 5k walk/run event

TECHNOLOGY INTEGRATION & SKILLS

Proloquo2Go – Boardmaker – Lexia-Reading - GoMath -Reading Plus - Ziteboard
(Virtual White Board) - Microsoft PowerPoint – Microsoft Excel – Microsoft Word

KATHRYN PLOWMAN



EDUCATION & CERTIFICATIONS

- **Grand Canyon University** May 2022
Bachelor of Science- Elementary Education (Summa Cum Laude)
- **Arizona Standard Professional, K-8**
Educator ID: 5909113 6/3/22-6/15/34
- **California Elementary Multiple Subject Credential** Applied 06/08/22
- **Assessment of Professional Knowledge** July 2021
- **Elementary Education Subtest I** April 2021
- **Elementary Education Subtest II** July 2021
- **CBEST** September 2021
- **CPI Training (Behavioral Training)** Expires September 2023
- **CLAD- Current Enrollment** Expected Completion October 2022
- **Social Emotional Training**
 - Social Thinking Conference January 2020
 - Thriving YOUiversity- Strengthening S.E.A.L March 2022
 - The California Healthy Minds, Thriving Kids SEL project May 2022

TEACHING EXPERIENCE

- **Barbara Benson Elementary- K-1 Classroom Aide** August 2018-June 2022
 - MTSS Reading Interventions
 - TK-5th Art Masters Teacher
 - SPED Paraeducator 2nd
 - PBSS Paraeducator TK-5th
 - ECS TK-2nd
 - Behavior/Academic Support Team Aide
- Extensive first-hand experience implementing and performing in the following:
 - Classroom Management
 - Instruction Development
 - Assessments
 - Students with Special Needs
 - Reading & Writing Workshops
 - Whole Class, Small Group SEL
 - Campus Wide Behavioral Competence
 - Behavioral Specialist
 - Planning and Prep.
 - Parent/Teacher Conferences
 - School Site Council Secretary 20/22
 - Running Records/ Report Cards
 - Academic at-risk Interventions
 - Benson Reimagine Project Team Member
- Lead Teacher/Board of Directors – Orange Tot Lot Co-Op Preschool- Orange 2015-2018

STUDENT TEACHING / OBSERVATION

- Barbara Benson Elementary, 4th Grade – Tustin Unified School District** Winter/Spring 2022
- Cultivated new ways of teaching district standards to students throughout placement
 - Participated in extracurricular school activities beyond the duties of student teaching
 - Involved in a multi-level and integrated grade-level team, with extensive responsibilities/collaboration
 - Designed and implemented a variety of curriculum and lessons in multiple subjects
 - Created a great rapport with students and developed student communication skills
 - Implemented and documented improvement in student area of need to assist in Doctoral thesis for administrator

WORK EXPERIENCE

- Team Leader/Head Chef, Whole Foods Market, Laguna Beach** 2011-2018
- Multi-department team lead of 35. Responsibilities include: department training, team member development, scheduling, financials, purchasing, receiving, menu development, and retail merchandising.

REFERENCES

Jacky Christy jackiechristy@me.com Elementary Principal	Kaitlin Borden kbduke56@yahoo.com 4/5 th Grade Teacher	Lori Boyer-Pro lboyer@tustin.k12.ca.us 4 th Grade Teacher	Sarah Lyons slyons@tustin.k12.ca.us TK Teacher
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LANDIN MELLO

Summary

Compassionate, energetic, and adaptable educator with eight years of teaching experience in tenth grade social studies classrooms. Noted for designing creative and student-centered lessons, collaborating with colleagues on instruction, assessment, and data analysis, strong technical skills, and working collaboratively with administrators, and school faculty. Seeking an opportunity to improve pedagogy with experienced colleagues and provide students with a rich, individualized approach to learning that will address unique student needs and make social studies exciting.

Professional Experience

Social Studies Department Chair, Sanger High School, Sanger, CA - 5/16 – Present

- Work closely with administration and faculty to plan the department master schedule, professional development opportunities, choose curriculum resources, and find placements for student teachers
- Serve on the site Curriculum Council with all department chairs to review and vote on new courses, programs, and important matters affecting the school.
- Plan and host department meetings with Social Studies faculty to disseminate key information, plan professional development opportunities, provide opportunities for sharing best practices, and listen to teacher feedback
- Collaborate with Civic Education Center to bring civic service projects into the classroom and assist in developing the criteria for the Sanger Unified Seal of Civic Engagement
- Serve as an instructional coach for implementation of Universal Design for Learning
- Organized two Social Studies project-based learning showcases with over one hundred student projects

Social Studies Teacher, Sanger High School, Sanger, CA - 8/14 - Present

- Teaching Modern World History, AP European History, and AP Seminar
- Design engaging and rigorous lessons in compliance with state content, ELD, and Common Core standards
- Assign relevant readings, assignments, projects, and essays reflective of class lessons
- Prepare and deliver various types of formative and summative assessments and analyze assessment data
- Communicate with students and parents on a regular basis about academic progress and student needs
- Cultivate a safe classroom environment that fosters sensitivity, respect, and inclusivity of all cultural, ethnic, racial, religious, and socioeconomic backgrounds
- Attend ongoing professional development opportunities improve pedagogy and content knowledge

Professional Learning Community Leader, Sanger High School, Sanger, CA - 8/15 – 6/17

- Plan, organize, and host weekly PLC meetings to collaborate with colleagues on unit, lesson, project and assessment design, analyze assessment data, and discuss key school policies, programs and changes
- Attend and collaborate in monthly PLC Leader meetings with school administration

New Teacher Induction Support Provider, Sanger High School, Sanger, CA - 8/18 – 6/20

- Attend trainings to support student teacher progress in achieving the California Standards for the Teaching Profession and pass Teacher Performance Assessments
- Collaborate with and mentor participating teacher on unit, lesson, and assessment design, classroom management, observe the participating teacher and provide feedback on their progress

Master Teacher, Sanger High School, Sanger, CA - 8/15 – 6/17

- Mentor initial student teachers by providing instructional resources, observing student teacher lessons and providing feedback, and collaborating on unit, lesson, and assessment design
 - Meet with student teacher and assigned program mentor to discuss progress and program requirements
-

Education and Certifications

Fresno Pacific University, Fresno, CA Spring 2019

- Master of Arts in Teaching

Fresno Pacific University, Fresno, CA Spring 2014

- Single Subject Credential in History/Social Sciences

Fresno Pacific University, Fresno, CA May 2013

- Bachelor of Arts in History, Minor in Spanish Language and Mathematics

CSET passed January 2013

CBEST passed April 2012

Special and Technical Skills

Bilingual in Spanish, AP College Board trained for teaching AP European History and AP Seminar, MS Office Suite, Google Suite, MAC/PC, Zoom, tablet/iPad, variety of educational digital applications (Canva, Nearpod, Peardeck, Miro, Notability, Quizizz, Adobe apps, Flipgrid, Padlet, Thingkink)

References

Marcos Mireles, Sanger High School Deputy Principal, Sanger, CA (559) 524-7121

Nick Ibarra, Sanger High School Assistant Principal, Sanger, CA (559) 524-7121

Jerri Kelm, California Connections Academy, Fresno, CA (559) 940-3090

Shaina Workman

PROFESSIONAL SUMMARY

Passionate English instructor with a motivation to instill a love of written communication and literature in students. Proven academic success through 11% increase in state testing and ACT scores. Ability to work well in online platforms including Connexus, PCx, Zoom, eCollege, Blackboard, Moodle, and Googledocs. Master degrees in English and eLearning Technology with Professional Writing Certificate, English as a Second Language Endorsement, and Advanced Placement training.

HIGHLIGHTS

- Managing classroom for diverse populations (both age and background)
- eLearning development and implementation Masters
- Masters in English
- Professional Writing Certificate
- Desire to work online, evenings, and weekends
- ESL- English as a Second Language
- Inquiry-based learning
- Project-based learning
- Differentiated instruction
- College level instruction
- Student-centered learning

PROFESSIONAL HISTORY

Substitute Teacher

Connections Academy

2015- Present

Implemented rigorous curriculum with valid and current supplemental materials for English courses at Connections from middle school through high school. Primarily instructed AP Language and English 12 courses. Maintained current and accurate grades. Communicated regularly with administration, staff, and students. Instructed through Connexus online platforms, individualized phone calls, Live Lessons, e-mails, and Individual Instruction. Worked individually with students to improve grades and comprehension. Utilized technologies in collaborative work with students on papers and research.

Adjunct English Instructor

Colorado Christian University- Lakewood, CO

2015- Present

Implemented rigorous curriculum with valid and current supplemental materials for Basic Compositions, English Composition, Research Writing, Classic Christmas Films and Literature,

and C. S. Lewis Films and Literature. Maintained current and accurate grades. Communicated regularly with administration, staff, and students. Instructed through Blackboard online platforms, individualized phone calls, web conferencing, e-mails, and in-classroom. Worked individually with students to improve grades and comprehension. Utilized technologies in collaborative work with students on papers and research.

English Instructor

Morgan Community College- Bennett, CO

2010- 2015

Developed and implemented rigorous curriculum in English Composition I and II, Computer Applications, Children's Literature, and Introduction to Literature. Maintained current and accurate grades. Communicated regularly with administration, staff, and students. Instructed through in person lecture and remote lectures using Zoom software. Worked individually with students to improve grades and comprehension. Utilized technologies in collaborative work with students on papers and research.

English Teacher

Bennett School District- Bennett, CO

2010- 2015

Developed and implemented rigorous curriculum for British Literature, Creative Writing, Expository Writing, Myths and Legends, and English 10 Honors. Modified and implemented a new curriculum for American Literature and English 10. Maintained current and accurate grades. Communicated regularly with administration, staff, students, and parents regarding class assignments, grades, and behavior. Utilized technologies in classroom instruction and product creation with students. Developed and implemented school wide writing program once implemented improved test scores 11% on state standard test. Developed data driven discussion protocol. Held position of department chair for 2011-present and maintained course material, books, supplies, and curriculum alignment. Held position on Leadership and Accountability boards for 2011 -present. Served as a mentor teacher to new teachers and a host teacher for student teachers. Traveled with students on tour of England for a Literature trip summers of 2012 and 2014.

English Teacher

Cherry Creek School District- Greenwood Village, CO

2007- 2010

Developed and implemented new curriculum for English 9 and British Literature courses. Worked with colleagues to support literacy standard for department. Maintained current and accurate grades. Communicated regularly with administration, staff, and students regarding the class. Utilized technologies in collaborative work with students on writing and reading.

FORMAL EDUCATION

Masters of Arts: English

Northern Arizona University- Flagstaff, AZ

- Graduated Magna Cum Laude
- Earned a Professional Writing Certificate

Masters of Arts: Information/Learning eLearn Design and Implementation

University of Colorado at Denver – Denver, CO

- Recipient of Vern Shelley Scholarship
- Graduated Magna Cum Laude

Bachelor of Arts: English Secondary Education

University of Northern Colorado- Greeley, CO

- Emphasis in English as a Second Language
- Certified in Advanced Placement Courses for Literature and Language

Teacher Certification in CO Professional License Number 138965

PROFESSIONAL REFERENCES

Katrina Bauer

Sub Supervisor

katrina.bauer@pearson.com

(954) 361-3740

Hollie Ayers

Family Relationship Coordinator

hayers@calca.connectionacademy.org

949-667-0392

Nancy Peña

Phone:

NP

Objective

A recent Master graduate with a passion for people and problem solving. Eager to be an integral part of an established school district as a Special Education teacher, promoting quality education through constant support and dedication.

Experience

Various School Districts, California – *Substitute*

November 2021 – Present

- established and applied rules, procedures, and routines
- gathered data using formal and informal assessments and created goals based on students' needs
- utilized evidence-based practices to promote positive behavior and assist students in developing appropriate skills
- coordinated special education services with general education to promote student growth

Cullen Elementary School, Glendora – *Student Teacher*

January 2021 – May 2021

- developed and implemented instructional plans for TK-2 grade students with various accommodations and modifications based on students' needs and IEP goals
- collaborated and consulted with service providers, paraprofessionals, and other support staff to ensure consistent student support and instructional activities
- fostered a positive classroom environment and participated in school-wide positive behavior support processes
- engaged in planning, teaching, reflection, and problem-solving to improve teaching

Options for Youth, San Gabriel – *Area Teacher I*

September 2019 – April 2021

- designed and implemented intervention strategies for students
- translated meetings and provided documentation of meeting notes in Spanish and English
- assessed and recorded progress of student goals and present levels
- communicated with parents and staff regarding individual student progress and conduct

Prep for Success, San Gabriel – *Paraprofessional*

January 2019 – September 2019

- worked closely with IEP teams on a regular basis to ensure students' needs are met
- implemented academic instruction designed by a teacher for individuals or small groups
- maintained student files and records for the purpose of providing accurate information
- attended meetings for the purpose of acquiring and conveying information relative to my job function

Herbert Slater Middle School, Santa Rosa – *SPED SH Aide*

August 2018 – December 2018

- worked with students in small groups, or on a one-to-one basis
- organized students' field trips and community-based activities/events
- assisted in classroom management and monitored student behavior
- helped transition and accommodate students to general education classes

- planned and executed lesson plans for History and Science
- administered and recorded grades in Illuminate Education and ESchoolPlus+
- modified and accommodated grade level material based on students' individual needs
- translated during meetings and special events

Education

Cal Poly Pomona

August 2019 – May 2022

Master of Arts with Specialization in Special Education
CA Education Specialist Credential Moderate/Severe Disabilities

- English Learner Authorization

Sonoma State University

August 2016 – May 2018

Bachelor of Arts in History

GPA: 3.640

Graduate with Honors and Distinction - Spring 2018

Dean's List- Fall 2016, Spring 2017, Fall 2017, Spring 2018

Santa Rosa Junior College

August 2013 – May 2016

GPA: 3.4

Honor Roll- Spring 2016, Fall 2016

Skills

- Fluent in Spanish (reading, writing, and speaking)
- Assesses students and analyzes data collectively: WIAT III, Woodcock Johnson IV, BPST-III and informal assessments
- Creating and teaching subject matter aligned with Common Core State Standards with confidence and clarity
- Integrating instructional methodologies that address multiple capability levels for students with mild, moderate and severe disabilities
- Proficient incorporating technology into the classroom: Google Classroom, Apple, Zoom, Kahoot.it, Microsoft Office, MacOS, Prezi & more
- Facilitation of both small and large group instruction with strong behavior management skills
- Critical reasoning and analytical skills, capable of solving problems and thinking creatively
- Ability to provide direct and systematic assistance while addressing the needs and abilities of various special education students

Professional Development

- **Mandated Reporter** August 2022

Carri Anne Manning

OBJECTIVE

To create in my students an aptitude for life-long learning and to cultivate in them a keen interest in science and technology.

QUALIFICATIONS

I am an experienced, flexible and natural teacher. At Colgan High School, I was a staff leader assisting in opening the school while my students earned a 100% pass rate on the state subject exam. At Edison High School, I was a staff leader who implemented the “teacher of the month” program, mentored teachers in training, initiated the start of a new course, and helped lead our school through a successful accreditation cycle. At Mt. Vernon High School I improved the state test scores dramatically by redesigning the Geo-Science program, which lead to higher enrollment, and achieved the *highest* SOL pass rate in the school. I will make an immediate impact given the opportunity to join your staff.

EDUCATION

2022 USD, San Diego, California
Continuing Education, Tech Talks: Technology Supporting Tier 1 Instruction

2000-2018 George Mason University and Northern Virginia Community College
Continuing Education, Courses in Astronomy, Geology, Oceanography, and Meteorology

2004 Scripps Institute of Oceanography, San Diego, California
Continuing Education, Oceanography and Marine Biology

1998-1999 University of Maryland, College Park, Maryland
Masters of Education, July 1999, GPA 4.00/4.00

1992-1996 Indiana University, Bloomington, Indiana
Bachelor of Science, December 1996, GPA 3.20/4.00
Major: Biology Minor: Vocal Performance Dean's List

EXPERIENCE

2020-present *Long Term Substitute Teacher, DODEA, Allied Forces North International School (Biology, Math, and Physics)*

2016-2019 *Earth Science, Oceanography, and Biology Teacher, Charles J. Colgan Sr. High School*

- Pioneered "one-on-one device" technology with Kindle Fires, incorporating Edmodo, Google Classroom, Nearpod, Go Formative Assessments, Quizlet, Podomatic, Animoto, Prezi, Canva, and Glogster
- Successfully ordered equipment, textbooks, and science supplies on a \$50,000 budget for the opening of Colgan High School
- Re-aligned, designed, and incorporated Standards Based Lesson plans and assessments for all classes while aligning them to Virginia benchmarks.
- Co-Chaired and Founded the "Shark" morale committee fostering a positive working environment amongst our staff of 231. Sponsored luncheons, socials, meetings, and events
- Participated in NASA's OPSPARC contest where students incorporated design and engineering methods to develop their own technology.
- Geo-Science Team Leader, Scholarship and Awards Committee member

2002-2005
2013-2014

Biology, Earth Science and Oceanography Teacher, Edison High School

- Mentor Teacher for teachers in training 2003 and 2004 from Pepperdine University and California State University, Long Beach.
 - Developed and implemented California Standards of Learning based lessons to better match the Physical Science class
 - Designed and Incorporated Common Core Strategies while focusing on the NGSS
 - Implemented close reading, flipped classroom approach, and technology into almost every lesson
 - Implemented Google Docs into lesson planning
 - Initiated the start of a new class, Oceanography, and increased enrollment
 - Designed and organized an incentive program for the staff, Teacher of the Month
 - Character Coalition Sponsor and Committee Chair
 - One of the first science teachers on staff to utilize extensive technology to aid in subject comprehension
-
- STAR Testing Committee Member-helped change and motivate attitudes and testing procedures for STAR testing in 2004. Made decisions with 6 other staff on changes
 - WASC (Western Association of Schools and Colleges) State Accreditation Committee Chair
 - Incorporated Hydrogen Fuel Cell Technology into lesson plans

1999-2002

Biology and Geoscience Teacher, Mt. Vernon High School, Fairfax County VA

- Developed and implemented Virginia Standards of Learning based lessons for an under-performing school
- Improved Earth Science SOL passing percentage from 59% to 79% in my first year teaching and from 79% to 83% in my second year teaching
- Increased Earth Science enrollment from 4 to 7 classes in two years
- Sponsored Ecology Club and developed a working partnership with a local conservation agency
- Utilized extensive technology to aid in subject comprehension

PROFESSIONAL DEVELOPMENT

- California Credentialed Geo Science and Biology Teacher
- Certified Teaching License for Biology and Earth Science – Commonwealth of Virginia
- California Language and Development Classes for second language learners
- Completed 45 hours English Language Learners (ELL) Training in Virginia
- NCLB Compliance in Geoscience and Biology
- NEED Energy conference and certified teacher
- Fairfax County 3 week Geo-Systems Training on course related technology Mastery in Arc-View GIS, Microsoft Excel, Global Positioning Systems, Analysis of Remote Sensing and Satellite Imagery
- Technology Certification for Commonwealth of Virginia
- Standards Based Instruction Certified for Commonwealth of Virginia

- National Science Teachers Association member and conference attendee
- Earth Science Teachers Association member

Research

- Master's Thesis-Effect of Interactive Notebooks in the Science Classroom
- Researched biodiversity of the Grand Cayman Coral Reef
- Conducted research on the behavioral patterns of turtles and crickets

Technical

- Vernier Probes data collection
- Google Earth, GIS, Arc View, All Office Programs

REFERENCES

- | | |
|----------------------|---|
| Dr. Tim Healey | Principal, Charles J. Colgan Sr. High School, Manassas, VA |
| | healeyt@pwcs.edu (571) 374-6550 |
| Mrs. Adrienne Maneno | Science Department Chair, Charles J. Colgan Sr. High School |
| | manenoaj@pwcs.edu (571) 374-6550 |

Mr. Billy Watts	Technology IT Specialist, Charles J. Colgan Sr. High School wattswr@pwcs.edu	(571) 374-6550
Mr. Greg Gardiner	District Science Facilitator Edison High School; Huntington Beach, CA ggardiner@hbuhsd.edu	(714) 962-1356
Ms. Pam Porter	Previous Dept. Chair, Edison High School; Huntington Beach, CA pam.j.porter@gmail.com	(714) 965-1840
Ms. Tricia Lindquist	Spanish Teacher, Edison High School; Huntington Beach, CA tlindquist@hbuhsd.edu	(714) 914-7481

Letters of recommendation available upon request.

KATIE SEPA

PROFESSIONAL SUMMARY

Teaching Professional with successful multitasking, time management, and communication skills combined with a high commitment to student success. Experienced in a variety of instructional and technological approaches performed in remote learning and in-person classrooms. Passionate about creating a positive and engaging student learning environment.

SKILLS

- Student Centered Lesson Planning
- Growth Mindset Centered Learning
- Positive Psychology Based Classroom
- Interactive Classroom Environment
- Organized Execution of Student Data

WORK HISTORY

MATHEMATICS TEACHER 09/2021 to Current
Ethel Dwyer Middle School, Huntington Beach, CA

- Taught three sections of 6th grade mathematics and three sections of 8th grade mathematics.
- Created engaging lessons for students to learn math both conceptually and procedurally.
- Constantly reviewed topics of math throughout the year to build off one another so students could connect previous knowledge to new concepts.
- Used technology heavily in the classroom to allow students to be familiar and challenged by new interfaces and engaging activities.
- Differentiated teaching techniques and learning tools to help students with differing ability levels and varied learning modalities.
- Implemented peer tutoring system to enhance comprehensive understanding of math techniques and increase student test scores.

MATH & SCIENCE TEACHER 09/2020 to 06/2021
Sowers Middle School, Huntington Beach, CA

- Developed materials and instructional plans to implement engaging activities focusing on mathematical and scientific concepts.
- Utilized multimedia strategies and technology to convey information in fresh and interesting ways.
- Led diverse group activities to engage students in course material.
- Adjusted teaching strategies to meet requirements of individualized support plans.
- High focus on developing critical thinking skills in students within all units of study.

MATHEMATICS STUDENT TEACHER 01/2020 to 06/2020
Ethel Dwyer Middle School, Huntington Beach, CA

- Taught three mathematics classes for six months, managing all classroom assignments,

- student needs, and recordkeeping.
- Developed lesson plans that incorporated mandated topics and included immersive activities for student engagement.
- Evaluated student progress through analysis of test scores and homework completion.
- Delivered personalized educational, behavioral and emotional support to individual students to enable positive learning outcomes.

LEAD ACADEMIC TUTOR 01/2018 to 01/2020

Tutoring Club, Newport Beach, CA

- Educated students ages K-8 on all core subjects including mathematics, writing, history, reading, science, and overall homework support.
- Created special handouts, study guides, and assessments to evaluate and boost student knowledge.
- Met with students and discussed educational goals and expectations to initiate success strategies.
- Held meetings with parents and guardians to discuss students' progress and respond to concerns.
- Used positive reinforcement to help students master challenging material.

LONG-TERM SUBSTITUTE TEACHER & SUBSTITUTE TEACHER 09/2017 to 06/2018

Huntington Beach City School District, Huntington Beach, CA

- Taught a 6th Grade English & History course for six months while teacher was out on sick leave.
- Kept students on-task with proactive behavior modification and positive reinforcement strategies.
- Leveraged classroom discussion strategies to engage students, promote topics and boost learning opportunities.
- Repeatedly requested as substitute teacher for classrooms by teachers based on excellent past referrals and trusted performance.

ONBOARDING SOFTWARE SPECIALIST 08/2014 to 08/2017

MINDBODY Software, San Luis Obispo, CA

- Translated technical concepts and information into terms all parties could easily comprehend.
- Handled 6 one-hour training calls per day to address customer inquiries and concerns. Worked with business owners to understand needs and provide implementation service.
- Used interpersonal and communication skills in all interactions, enriching team collaboration and customer relationships.
- Walked clients through troubleshooting steps to resolve common software issues.

EDUCATION

California State University - Long Beach, Long Beach, CA

Single Subject Teaching Credential, Mathematics, 06/2020

- History Subject Authorization & English Learner Authorization

California Polytechnic State University-San Luis Obispo, San Luis Obispo, CA

Bachelor of Arts, Communication Studies, 06/2014

VIRIDIANA ACOSTA

Hello - if you need someone who will take your company to a new level and who understands the need for confidentiality, excellence, and customer care, I believe I can help. I work directly with Administrative Staff, Property Managers, Warehouse Managers, and the flooring Installers. I am bilingual, a quick study, and skilled at working in fast paced environments. My time management skills are spot on, and I continue to have a desire to learn new things. I am a smiling face, an efficient worker, and so much more.

Ⓞ RFMS Software Ⓞ Management Experience Ⓞ Flooring & Measurement Ⓞ Bi-Lingual Ⓞ Training & Support Ⓞ

National Apartment Flooring • Santa Clara CA

May 2013 - April 2022

Sales Operations Specialist - Office Manager - Order Entry / Dispatch

Manage Northern California properties, including being point of contact and resolving complex issues. Conduct pricing and estimating on material and labor for all commercial quotes and proposals, while maintaining a high level of quality and accuracy. Create proposals and new layout for properties using RFMS Measure and Nitro. Interact collaboratively with our Sales, Customer Service and Warehouse teams on a regular basis. Train team members on new procedures and software.

- Highly skilled in RFMS BidPro, Order Entry, Measure, Property Connect, and others
- Assign work orders, and provide direction and on-going support to installers by phone and in person
- Order Entry - Enter / Review / Adjust customer orders and follow-up with Billing department
- Create accurate, detailed, precise, and well-organized estimates and proposals in a timely manner

Del West Pallet • Stockton CA

June 2010 - May 2013

Office Manager

Manage office using QuickBooks and Microsoft Office Suite. Facilitate day-to-day operations, organize and maintain office operations and procedures.

- Accounts Payable, Accounts Receivable, Payroll, Invoicing, Month-End Processes
- Inventory control
- Monitor cashflow and product activity
- Communicate with and procure new clients
- Answer telephones, maintain files
- Provide and supervise customer service interactions in person and over the phone with both customers and vendors.

Sears • Tracy CA

March 2009 - Jan 2011

Cashier / Electronics

Meet sale goals; obtain certain percentage rate of credit applications. Assist customers with web orders and handling cash.

Instant Tax Service (Seasonal) • Stockton CA

Dec 2009 - April 2010

Merchandising Assistant / Pro Source

Prepare client taxes, offer bank products. Prepare ITIN applications for IRS. Greet clients as they arrive and answer telephones.

Safeway • Tracy CA

Aug 2006 - July 2009

Bakery Head Sales / Bakery Sales

Responsible for all aspects of customer service, making cake orders, and securing store at close. Inventory and prepare work schedule. Attend conference calls and meetings.

JAMIA S. SEIFERT

PROFESSIONAL SUMMARY

Six years of special education teaching experience and 15 years marketing research experience. I am looking to utilize my talents and experience to teach and mentor young people.

PROFESSIONAL EXPERIENCE

Switzer Learning Center, Torrance, CA

2019-Present

Special Education Teacher & Case Manager, 6th to 8th grades

Individualized instruction for students with mild to moderate disabilities based on Individual Education Plans.

Online instruction from March, 2020 to June, 2020. Utilized Microsoft Teams, Zoom, and Google workplace.

- Develop lesson plans, instructional materials, and interventions based on adapted common core standards
- Incorporate technology: Khan Academy, Desmos, Kahoot!, Google Classroom, Quizizz
- Conduct student observations, interviews, and learning assessments
- Prepare students for state testing with review and administering tests
- Manage classroom aides and one-on-one student support staff
- Collaborates with parents, teachers, principal, and support staff
- Manage classroom and individual behavior using a variety of positive behavior management strategies
- Develop Incident Reports as needed for student behavior
- PEER Coach sessions with parents of students on the spectrum

Long Beach Unified School District Substitute Teacher, Long Beach, CA

2016-2019

Long- and short-term assignments

Lindsey Academy Middle School, Long Beach, CA

2018-2019

Special Contract Resource Specialist Teacher, Pilot Program Math – 6th to 8th grades

Small group pull-out and push-in math instruction for students with mild to moderate disabilities and Individual Education Plans.

George Washington Carver Elementary School, Long Beach, CA

2018

Long Term Substitute Resource Specialist Teacher – 2nd to 5th grades

Small group pull-out and push-in instruction for students with mild to moderate disabilities and Individual Education Plans: language arts and math.

McKinley Elementary School, Long Beach, CA

2017-2018

Long Term Substitute Resource Specialist Teacher – 2nd to 5th grades

Small group pull-out instruction for students with mild to moderate disabilities and Individual Education Plans: language arts and math. Case manager for 23 students and managed Individual Education Plans.

Bancroft Middle School, Long Beach, CA

2016-2017

Long Term Special Day Class Substitute 6th to 8th grades

Instructed students with mild to moderate disabilities and Individual Education Plans in language arts, math, history, social studies, and art. Case manager for 18 students and managed Individual Education Plan.

John Muir Academy, Long Beach, CA

Spring 2016

Long Term Substitute Co-teacher 4th and 5th grades

Instructed students with mild to moderate disabilities and Individual Education Plans in language arts, math, history, social studies, and art.

Woodrow Wilson Classical High School, Long Beach, CA

Fall 2015

Student Teacher

Assisted the teacher and Instructed students with mild to moderate disabilities and Individual Education Plans in Pre-Algebra, Career Math, Study Skills, and Life Science classes.

THE MISSING PIECE CONSULTING, Long Beach, CA

2008 – 2015

Manager and Founder

Offered customized qualitative research services specializing in children, pre-teens and teens programs. Detailed study management from beginning to end to ensure the highest quality execution and results.

- Conducted focus groups, one-on-ones, ideation sessions, and creative insights gathering sessions.
- Collaborated with clients to develop insight used to revise after school programs.

EDUCATION

Cleared credential and obtained degree at California State University, Long Beach, **Master of Science in Special Education (May 2018)**

Obtained **Preliminary Mild/Moderate Education Specialist Credential**, CSULB

Master of Marketing Research, Southern Illinois University, Edwardsville, IL Graduate

Business Administration and Marketing, Southern Illinois University, Edwardsville, IL

PROFESSIONAL DEVELOPMENT

Microsoft Teams

Microsoft Office

Google Suits

Adobe PRO

Welligent Web based Class & IEP Management System

SEIS Web based IEP Management System

Synergy Web based IEP Management System

Certified CPI – Nonviolent Crisis Intervention Trained

Adult and Pediatric First
Aid/CPR/AED



CONTACT



SKILLS

- Excellent communication skills on the phone, in person, and in writing;
- Experienced with all types of office equipment and hardware including but not limited to computers, chrome books, mac books, printers, scanners, faxes, etc.
- Precise documentation and verification skills.

EXPERTISE

- Establishing and maintaining strong cooperative relationships with students and families;
- iReady Implementation;
- Goal Setting; and
- Experienced teaching a variety of elementary age groups and standards.

Amy McMains

Credentialed Teacher

PROFILE

- ◆ Empathetic, multi-subject educator dedicated to nurturing and developing the whole person.
- ◆ Introduced several different after school hands-on learning programs that were always at full capacity in order to build community and increase engagement.
- ◆ Researched and sought different ways to increase school-wide scores on state-mandated testing, which eventually led to leading the acquisition and implementation of iReady district-wide.
- ◆ Coordinated annual "Read Across America" events including securing, scheduling, and fundraising for author assemblies. Community readers for classrooms, character parades, reading awards assemblies, and many more community building activities related to the week of "Read Across America."

EDUCATION

TEACHER INDUCTION, CLEAR MULTIPLE SUBJECT CREDENTIAL W/CLAD CERT., CCTC

Sacramento County Office of Education, Sacramento, CA

August 2018-May 2020

MULTIPLE SUBJECT CREDENTIAL COURSE & PRELIMINARY MULTIPLE SUBJECT CREDENTIAL W/CLAD CERTIFICATION

Sacramento County Office of Education, Sacramento, CA

Jan. 2016- May 2018

BACHELOR OF SCIENCE

Organizational Management

John Brown University, Siloam Springs, AR

2004

OTHER EDUCATION and CERTIFICATIONS

- CPR & First Aid
- RICA
- CSET Multiple Subject Subtest I, II, III



TECHNICAL SKILLS

- Google Suite;
- Excel;
- Power point.;
- Publisher;
- Mac book;
- Windows.;
- Canva;
- Kahoot;
- Blooket;
- Epic;
- Aeries;
- Nearpod,

and a variety of other online software, apps, and platforms.

Amy McMains

Credentialed Teacher

PROFESSIONAL EXPERIENCE

CLASSROOM TEACHER

Elverta Joint Elementary School District/August 2016-Present

- Taught Kindergarten, ¾ Combo, 4th Grade, and 6th Grade;
- In addition to notable accomplishments listed under PROFILE, also worked with students to set and achieve individual goals;
- Worked on the PBIS team;
- Founded a school newspaper; and
- Taught beginning French in after-school Multicultural Club.

SUBSTITUTE TEACHER

Elverta Joint Elementary School District/August 2015-June 2016

- Substituted K-8 as needed including two separate long-term substitute positions.
- Superintendent recommended me to the SCOE Teacher Intern Program.

FINANCIAL CRISIS PLANNER

Drake Law Firm/February 2006-September 2014

- Legal assistant;
- Pioneered a new approach, including duplicable processes and procedures to protect family resources while achieving unique and individualized long-term care goals during crisis.

MATTHEW SOLOMON

Influencer who manages and transforms **100s** of people into **achievers**. Efficient **communicator**; **analyzes data** and **collaborates** well. Expert **editor** and **writer**, creating engaging **end-user content** on various platforms. Using **business education** and hands-on insight.

WORK EXPERIENCE

SOUTH CAROLINA CONNECTIONS ACADEMY (SCCA) **Columbia, SC**

A leading Pearson institution in home-based instruction

English Teacher **2019 – Present**

Directing student-focused learning for educational enrichment through distance learning

- Personably communicating and guiding 100s of students and parents to comprehend and complete ELA assignments.
- Mindfully accounting for an over 90% passage rate for 8th grade ELA

WADE HAMPTON HIGH SCHOOL **Greenville, SC**

Top 5 ranking, National Blue Ribbon School, serving nearly 2,000 students yearly

English Teacher **2014 – 2019**

Creating and presenting ideas for instructive purposes, identifying training needs and managing students daily

- Increased student passage rate by 5% by implementing best practices and smart content based on data analysis
- Supported the increase in student literacy by 2 percentile through hundreds of hours revising and editing documents

WADE HAMPTON FIGHTING GENERALS **Greenville, SC**

Historic 5A football program in the Upstate of South Carolina

Football Coach **2014 – 2019**

Training and equipping defensive football players in the skills, knowledge, techniques, and processes to compete at a high level

- Developed 7 All-Region linebackers in class 5A
- Supported a 400% increase in wins from year 1 to year 3 of coaching

THE HERTZ CORPORATION **Spartanburg, SC**

A multi-billion dollar rental car company that operates nearly 10,000 locations internationally with nearly 40,000 employees

Sales Associate **2013 – 2014**

Support achievement of location sales and margin goals, inventory management, and implement B2B sales strategies

- Employed interpersonal skills to bolstered consistent achievement of sales goals
- Assisted in the close of 3 Business to Business accounts through brainstorming attribution.

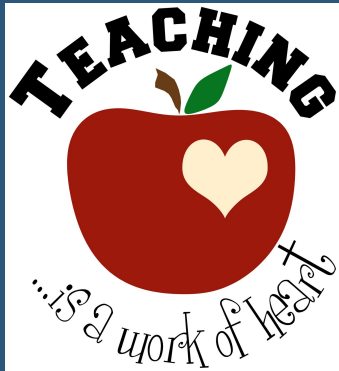
EDUCATION AND EXTRACURRICULARS

Business Administration Program – FURMAN UNIVERSITY **2013**

Gifted and Talented Teaching Certification – CONVERSE COLLEGE **2017**

Advanced Placement Language Arts Teaching Certificate – CLEMSON UNIVERSITY **2018**

Linebacker, Defensive Captain – FURMAN UNIVERSITY **2012**



Andrea Story

Experience

August 2021-June 2022

6th Grade Teacher • Salinas City Elementary School District-Roosevelt Elementary School

March 2021-June 2021

Guest Partner Teacher • Elk Grove Unified School District-Arthur C. Butler Elementary School

October 2020—December 2020

Student Teacher • Elk Grove Unified School District-Arthur C. Butler Elementary School

May 2020—present

Substitute Teacher • Roseville City School District

December 2019—present

Substitute Teacher • Elk Grove Unified School District

October 2019—February 2020

JV Girls Head Soccer Coach • Franklin High School

June 2019—July 2019

Team Leader • Camp Galileo

June 2016—August 2018

Assistant Care Giver • Happy Trails Before and After School Care

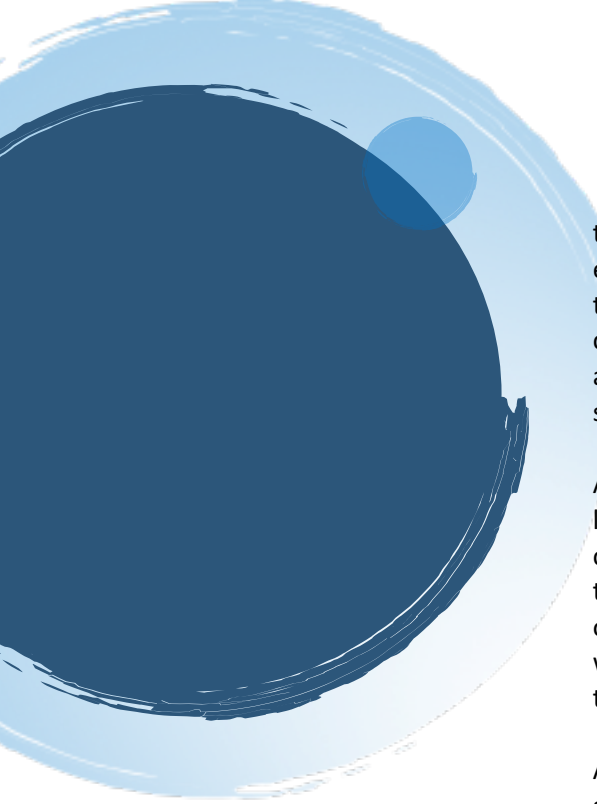
November 2017—January 2019

Frosh/Soph Girls Head Soccer Coach • Ayala High School

As a 6th grade teacher for SCESD, I am collaborating with two other grade level team members, planning and implementing lessons to teach, establishing and maintaining behavior standards, assessing the learning of students when applicable, and communicating with parents if/when necessary.

As a guest partner teacher for EGUSD, I am collaborating with the





teacher of record in co-planning and implementing lessons to students, establishing and maintaining behavior standards, supervising students that are in person, assess the learning of students when applicable, collaborate with site administrator on meeting the needs of students, and collaborate with the teacher on any parent communications of students attending in person.

As a substitute teacher for EGUSD, it is my duty to implement existing lesson plans, oversee classroom activities, and properly manage a classroom. When walking into a new class for the first time, it is crucial to follow the full time teacher's instructions that are left behind in order to be successful. Substituting also calls for improvisation if left with an underwhelming amount of work or activities for the students to complete.

As head coach of a freshman/sophomore and junior varsity girls' soccer team I was able to strengthen my leadership skills. I led practices at the appropriate skill level of the team, was in charge of managing games, and resolved any conflicts that arose swiftly.

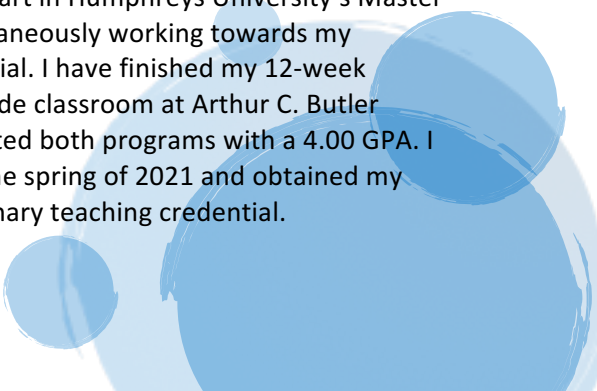
As a team leader at Camp Galileo in Arcadia, I had the role of managing a group of campers from the ages of 3rd-5th grade, while also assisting instructors in the classroom. I also had experience working with diverse students who were bilingual and visiting from other countries, while also working with campers who had special needs.

Education

University of La Verne, La Verne, CA

- I transferred to the University of La Verne for the fall semester of 2017. I had transferred from a community college in Sacramento named Cosumnes River College. I graduated from ULV with my Bachelor's degree in Educational Studies in the spring of 2019. My undergraduate GPA is a 3.74 and I have made the Dean's List three times as a student-athlete at the University of La Verne. I also graduated with honors cum laude.

Humphreys University, Stockton, CA

- I attended Humphreys University from the fall of 2019 to the spring of 2021 while taking part in Humphreys University's Master of Arts program while simultaneously working towards my preliminary teaching credential. I have finished my 12-week student teaching in a 3rd grade classroom at Arthur C. Butler Elementary School. I completed both programs with a 4.00 GPA. I completed this program in the spring of 2021 and obtained my Master's degree and preliminary teaching credential.
- 



Pearson

INVOICE

Customer Bill-to:
California Connections Academy Southern
California
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy
Southern California
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000011237
Date : 25-AUG-2022
Due Date :
Payment Terms :
Customer Account : 3921999
Project Number : 82067684
Currency : USD
Shipment Terms :
Purchase Order Number : CAPOCA
Number of Pages : Page 1 of 2

<table> <tr> <td>Total Ordered Quantity (No. Of Items) :</td> <td></td> <td style="text-align: right;">2</td> </tr> <tr> <td>Net Amount :</td> <td>USD</td> <td style="text-align: right;">\$2,502,414.46</td> </tr> <tr> <td>Tax Total :</td> <td>USD</td> <td style="text-align: right;">\$27,047.90</td> </tr> <tr> <td>Invoice Total :</td> <td>USD</td> <td style="text-align: right;">\$2,529,462.36</td> </tr> <tr> <td>Amount Due :</td> <td>USD</td> <td style="text-align: right;">\$2,529,462.36</td> </tr> </table>	Total Ordered Quantity (No. Of Items) :		2	Net Amount :	USD	\$2,502,414.46	Tax Total :	USD	\$27,047.90	Invoice Total :	USD	\$2,529,462.36	Amount Due :	USD	\$2,529,462.36	<table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;">REMITTANCE INFORMATION</th> </tr> </thead> <tbody> <tr> <td style="border: 1px dashed black;">Make Checks Payable to:</td> <td style="border: 1px dashed black;">Bank Wire to:</td> </tr> <tr> <td style="border: 1px dashed black;">Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323</td> <td style="border: 1px dashed black;">Bank Name : Bank of America N A</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">Bank Address :</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">ABA ACH No : 071000039</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">ABA Wire No : 026009593</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">SWIFT Code : BOFAUS3N</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">A/C No : 8188290225</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA</td> </tr> </tbody> </table>	REMITTANCE INFORMATION		Make Checks Payable to:	Bank Wire to:	Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323	Bank Name : Bank of America N A		Bank Address :		ABA ACH No : 071000039		ABA Wire No : 026009593		SWIFT Code : BOFAUS3N		A/C No : 8188290225		Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA
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	SWIFT Code : BOFAUS3N																																	
	A/C No : 8188290225																																	
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA																																	



Pearson

Invoice Number: 91000011237							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067684	CAPOCA	Direct Charges	25		2,244,847.24	27,047.90	2,271,895.14
82067684	CAPOCA	Pass Through	12		257,567.22	0.00	257,567.22

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Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$2,502,414.46	\$27,047.90	\$2,529,462.36



Pearson

Charges for the Following Period:

July 2022

Compensation Expenses

Benefits - Administration	88,100.86
Benefits - Instructional	432,698.78
Credit for Nonbillable Earnings Paid by the School	(53,706.13)
Withholdings	208,218.54
	<hr/>
	675,312.05

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	21,026.37
Community Outreach	45,833.33
Connexus™ Annual License (EMS)	252,316.45
Curriculum Postage	18,748.18
Educational Resource Center	52,986.45
Enrollment and Records Management	22,725.07
Facility Support Services	1,525.00
Hardware/Software - Employees	12,972.77
Human Resources Support	27,026.61
Internet Subsidy Payment Processing	9,145.98
School Curriculum Supplies	9,453.60
Short Term Substitute Teaching Services	21,350.00
Student Technology Assistance	165,712.24
Tangible and Intangible Instructional Materials	578,195.99
Technical Support and Repairs	63,079.11
	<hr/>
	1,302,097.15

Revenue Based Charges

Marketing Services	49,563.58
School Administration	297,381.50
Treasury Services	74,345.37
	<hr/>
	421,290.45

Other Services

Summer School 2022	660.00
	<hr/>
	660.00

Pass Through Expenses

Miscellaneous	103,054.81
	<hr/>
	103,054.81

Total Amount Due

2,502,414.46



Pearson

Charges for the Following Period:

August 2022

Compensation Expenses

Benefits - Administration	96,180.81
Benefits - Instructional	473,765.92
Credit for Nonbillable Earnings Paid by the School	(22,662.91)
Withholdings	211,340.82
	<hr/>
	758,624.64

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	21,026.37
Community Outreach	45,833.34
Connexus™ Annual License (EMS)	252,316.44
Curriculum Postage	18,748.18
Educational Resource Center	52,986.46
Enrollment and Records Management	22,725.07
Facility Support Services	1,525.00
Hardware/Software - Employees	12,972.77
Human Resources Support	27,026.61
Internet Subsidy Payment Processing	9,145.98
School Curriculum Supplies	9,453.60
Student Technology Assistance	165,712.24
Tangible and Intangible Instructional Materials	578,195.99
Technical Support and Repairs	63,079.11
	<hr/>
	1,280,747.16

Revenue Based Charges

Marketing Services	49,563.59
School Administration	297,381.50
Treasury Services	74,345.38
	<hr/>
	421,290.47

Pass Through Expenses

Miscellaneous	87,533.79
	<hr/>
	87,533.79

Total Amount Due

2,548,196.06



Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Valley
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Central Valley
33272 Valle Road
San Juan Capistrano, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000011261
Date : 26-AUG-2022
Due Date :
Payment Terms :
Customer Account : 3922001
Project Number : 82067685
Currency : USD
Shipment Terms :
Purchase Order Number : CENCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION
Net Amount : USD \$239,256.12	Make Checks Payable to: Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323
Tax Total : USD \$4,333.65	Bank Wire to: Bank Name : Bank of America N A
Invoice Total : USD \$243,589.77	Bank Address :
Amount Due : USD \$243,589.77	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000011261							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067685	CENCA	Direct Charges	23		239,256.12	4,333.65	243,589.77

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$239,256.12	\$4,333.65	\$243,589.77



Pearson

Charges for the Following Period:

July 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,813.01
Community Outreach	2,083.33
Connexus™ Annual License (EMS)	33,756.17
Curriculum Postage	2,660.63
Educational Resource Center	7,088.80
Enrollment and Records Management	3,225.01
Facility Support Services	200.00
Hardware/Software - Employees	1,735.56
Human Resources Support	3,615.76
Internet Subsidy Payment Processing	1,276.14
School Curriculum Supplies	1,264.75
Student Technology Assistance	28,909.68
Tangible and Intangible Instructional Materials	82,054.21
Technical Support and Repairs	8,439.04

179,122.09

Revenue Based Charges

Marketing Services	7,068.12
School Administration	42,408.73
Treasury Services	10,602.18

60,079.03

Other Services

Summer School 2022	55.00
--------------------	-------

55.00

Total Amount Due

239,256.12



Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central
Valley
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy
Central Valley
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000011404
Date : 31-AUG-2022
Due Date :
Payment Terms :
Customer Account : 3922001
Project Number : 82067685
Currency : USD
Shipment Terms :
Purchase Order Number : CENCA
Number of Pages : Page 1 of 2

<table> <tr> <td>Total Ordered Quantity (No. Of Items)</td> <td>:</td> <td></td> <td style="text-align: right;">1</td> </tr> <tr> <td>Net Amount</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$239,201.11</td> </tr> <tr> <td>Tax Total</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$4,333.65</td> </tr> <tr> <td>Invoice Total</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$243,534.76</td> </tr> <tr> <td>Amount Due</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$243,534.76</td> </tr> </table>	Total Ordered Quantity (No. Of Items)	:		1	Net Amount	:	USD	\$239,201.11	Tax Total	:	USD	\$4,333.65	Invoice Total	:	USD	\$243,534.76	Amount Due	:	USD	\$243,534.76	<table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;">REMITTANCE INFORMATION</th> </tr> </thead> <tbody> <tr> <td style="border: 1px dashed black;">Make Checks Payable to:</td> <td style="border: 1px dashed black;">Bank Wire to:</td> </tr> <tr> <td style="border: 1px dashed black;">Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323</td> <td style="border: 1px dashed black;">Bank Name : Bank of America N A</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">Bank Address :</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">ABA ACH No : 071000039</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">ABA Wire No : 026009593</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">SWIFT Code : BOFAUS3N</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">A/C No : 8188290225</td> </tr> <tr> <td style="border: 1px dashed black;"></td> <td style="border: 1px dashed black;">Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA</td> </tr> </tbody> </table>	REMITTANCE INFORMATION		Make Checks Payable to:	Bank Wire to:	Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323	Bank Name : Bank of America N A		Bank Address :		ABA ACH No : 071000039		ABA Wire No : 026009593		SWIFT Code : BOFAUS3N		A/C No : 8188290225		Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA
Total Ordered Quantity (No. Of Items)	:		1																																				
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Tax Total	:	USD	\$4,333.65																																				
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Amount Due	:	USD	\$243,534.76																																				
REMITTANCE INFORMATION																																							
Make Checks Payable to:	Bank Wire to:																																						
Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323	Bank Name : Bank of America N A																																						
	Bank Address :																																						
	ABA ACH No : 071000039																																						
	ABA Wire No : 026009593																																						
	SWIFT Code : BOFAUS3N																																						
	A/C No : 8188290225																																						
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA																																						



Invoice Number: 91000011404							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067685	CENCA	Direct Charges	22		239,201.11	4,333.65	243,534.76

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$239,201.11	\$4,333.65	\$243,534.76



Pearson

Charges for the Following Period:

July 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,813.02
Community Outreach	2,083.34
Connexus™ Annual License (EMS)	33,756.17
Curriculum Postage	2,660.64
Educational Resource Center	7,088.79
Enrollment and Records Management	3,225.01
Facility Support Services	200.00
Hardware/Software - Employees	1,735.57
Human Resources Support	3,615.75
Internet Subsidy Payment Processing	1,276.13
School Curriculum Supplies	1,264.75
Student Technology Assistance	28,909.68
Tangible and Intangible Instructional Materials	82,054.19
Technical Support and Repairs	8,439.05
	<hr/>
	179,122.09

Revenue Based Charges

Marketing Services	7,068.12
School Administration	42,408.72
Treasury Services	10,602.18
	<hr/>
	60,079.02

Total Amount Due

239,201.11



Pearson

INVOICE

Customer Bill-to:
CALIFORNIA CONNECTIONS ACADEMY
NORTHERN CALIFORNIA
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

Customer Ship-to:
CALIFORNIA CONNECTIONS
ACADEMY
NORTHERN CALIFORNIA
33272 Valle Road
SAN JUAN CAPISTRANO, CA
92675-4842

**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000011243
Date : 25-AUG-2022
Due Date :
Payment Terms :
Customer Account : 3922560
Project Number : 82067686
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAR
Number of Pages : Page 1 of 2

<p>Total Ordered Quantity (No. Of Items) : 1</p> <p>Net Amount : USD \$618,938.58</p> <p>Tax Total : USD \$11,340.97</p> <p>Invoice Total : USD \$630,279.55</p> <p>Amount Due : USD \$630,279.55</p>	<p style="text-align: center;">REMITTANCE INFORMATION</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Make Checks Payable to:</td> <td style="width: 40%;">Bank Wire to:</td> </tr> <tr> <td>Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323</td> <td>Bank Name : Bank of America N A</td> </tr> <tr> <td></td> <td>Bank Address :</td> </tr> <tr> <td></td> <td>ABA ACH No : 071000039</td> </tr> <tr> <td></td> <td>ABA Wire No : 026009593</td> </tr> <tr> <td></td> <td>SWIFT Code : BOFAUS3N</td> </tr> <tr> <td></td> <td>A/C No : 8188290225</td> </tr> <tr> <td></td> <td>Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA</td> </tr> </table>	Make Checks Payable to:	Bank Wire to:	Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323	Bank Name : Bank of America N A		Bank Address :		ABA ACH No : 071000039		ABA Wire No : 026009593		SWIFT Code : BOFAUS3N		A/C No : 8188290225		Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA
Make Checks Payable to:	Bank Wire to:																
Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323	Bank Name : Bank of America N A																
	Bank Address :																
	ABA ACH No : 071000039																
	ABA Wire No : 026009593																
	SWIFT Code : BOFAUS3N																
	A/C No : 8188290225																
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA																



Invoice Number: 91000011243							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067686	CALCAR	Direct Charges	23		618,938.58	11,340.97	630,279.55

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$618,938.58	\$11,340.97	\$630,279.55



Pearson

Charges for the Following Period:

July 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	7,463.45
Community Outreach	4,166.67
Connexus™ Annual License (EMS)	89,561.37
Curriculum Postage	6,909.63
Educational Resource Center	18,807.89
Enrollment and Records Management	8,375.31
Facility Support Services	525.00
Hardware/Software - Employees	4,604.77
Human Resources Support	9,593.27
Internet Subsidy Payment Processing	3,224.81
School Curriculum Supplies	3,355.62
Student Technology Assistance	76,026.12
Tangible and Intangible Instructional Materials	213,093.74
Technical Support and Repairs	22,390.34
	<hr/>
	468,097.99

Revenue Based Charges

Marketing Services	17,707.13
School Administration	106,242.77
Treasury Services	26,560.69
	<hr/>
	150,510.59

Other Services

Summer School 2022	330.00
	<hr/>
	330.00

Total Amount Due

618,938.58



INVOICE

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

Attention:
 Accounts Payable

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

**Connections Education LLC dba
 Pearson Virtual Schools USA**
 10960 Grantchester Way
 Columbia, MD 21044
Tel: 1-800-843-0019
Email:
 poblsalesops@pearson.com
Tax ID No:
 68-0519943

Invoice Number : 91000011423
Date : 14-SEP-2022
Due Date :
Payment Terms :
Customer Account : 3922560
Project Number : 82067686
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAR
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1	REMITTANCE INFORMATION	
Net Amount :	USD	\$618,608.54	Make Checks Payable to:	Bank Wire to:
Tax Total :	USD	\$11,340.97	Pearson Virtual Schools USA	Bank Name : Bank of America N A
Invoice Total :	USD	\$629,949.51	32369 Collection Center Drive	Bank Address :
Amount Due :	USD	\$629,949.51	Chicago, IL 60693-0323	ABA ACH No : 071000039
				ABA Wire No : 026009593
				SWIFT Code : BOFAUS3N
				A/C No : 8188290225
				Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000011423							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067686	CALCAR	Direct Charges	22		618,608.54	11,340.97	629,949.51

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 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$618,608.54	\$11,340.97	\$629,949.51



Pearson

Charges for the Following Period:

August 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	7,463.44
Community Outreach	4,166.66
Connexus™ Annual License (EMS)	89,561.36
Curriculum Postage	6,909.63
Educational Resource Center	18,807.88
Enrollment and Records Management	8,375.31
Facility Support Services	525.00
Hardware/Software - Employees	4,604.77
Human Resources Support	9,593.27
Internet Subsidy Payment Processing	3,224.81
School Curriculum Supplies	3,355.61
Student Technology Assistance	76,026.12
Tangible and Intangible Instructional Materials	213,093.74
Technical Support and Repairs	22,390.34
	<hr/>
	468,097.94

Revenue Based Charges

Marketing Services	17,707.13
School Administration	106,242.77
Treasury Services	26,560.70
	<hr/>
	150,510.60

Total Amount Due

618,608.54



Pearson

INVOICE

Customer Bill-to:
CALIFORNIA CONNECTIONS ACADEMY
NORTH BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

Customer Ship-to:
CALIFORNIA CONNECTIONS
ACADEMY NORTH BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA
92675-4842

**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000011250
Date : 26-AUG-2022
Due Date :
Payment Terms :
Customer Account : 3903212
Project Number : 82067687
Currency : USD
Shipment Terms :
Purchase Order Number : CalCAN
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION
Net Amount : USD \$60,533.33	Make Checks Payable to: Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323
Tax Total : USD \$1,098.55	Bank Wire to:
Invoice Total : USD \$61,631.88	Bank Name : Bank of America N A
Amount Due : USD \$61,631.88	Bank Address :
	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000011250							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067687	CalCAN	Direct Charges	22		60,533.33	1,098.55	61,631.88

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$60,533.33	\$1,098.55	\$61,631.88



Pearson

Charges for the Following Period:

July 2022

Compensation Expenses

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	729.15
Connexus™ Annual License (EMS)	8,749.80
Curriculum Postage	686.21
Educational Resource Center	1,837.46
Enrollment and Records Management	831.77
Facility Support Services	75.00
Hardware/Software - Employees	449.87
Human Resources Support	937.23
Internet Subsidy Payment Processing	268.85
School Curriculum Supplies	327.83
Student Technology Assistance	7,205.16
Tangible and Intangible Instructional Materials	21,162.79
Technical Support and Repairs	2,187.45

45,448.57

Revenue Based Charges

Marketing Services	1,768.21
School Administration	10,609.24
Treasury Services	2,652.31

15,029.76

Other Services

Summer School 2022	55.00
--------------------	-------

55.00

Total Amount Due

60,533.33



Pearson

INVOICE

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

Attention:
Accounts Payable

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

Connections Education LLC dba Pearson Virtual Schools USA
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000011401
Date : 12-SEP-2022
Due Date :
Payment Terms :
Customer Account : 3903212
Project Number : 82067687
Currency : USD
Shipment Terms :
Purchase Order Number : CalCAN
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION
Net Amount : USD \$60,478.32	Make Checks Payable to: Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323
Tax Total : USD \$1,098.55	Bank Wire to:
Invoice Total : USD \$61,576.87	Bank Name : Bank of America N A
Amount Due : USD \$61,576.87	Bank Address :
	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000011401							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067687	CalCAN	Direct Charges	21		60,478.32	1,098.55	61,576.87

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$60,478.32	\$1,098.55	\$61,576.87



Pearson

Charges for the Following Period:

August 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	729.15
Connexus™ Annual License (EMS)	8,749.80
Curriculum Postage	686.21
Educational Resource Center	1,837.46
Enrollment and Records Management	831.77
Facility Support Services	75.00
Hardware/Software - Employees	449.87
Human Resources Support	937.22
Internet Subsidy Payment Processing	268.85
School Curriculum Supplies	327.83
Student Technology Assistance	7,205.16
Tangible and Intangible Instructional Materials	21,162.80
Technical Support and Repairs	2,187.45
	<hr/>
	45,448.57

Revenue Based Charges

Marketing Services	1,768.20
School Administration	10,609.24
Treasury Services	2,652.31
	<hr/>
	15,029.75

Total Amount Due

60,478.32



Pearson

INVOICE

Customer Bill-to:
CALIFORNIA CONNECTIONS ACADEMY
CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
CALIFORNIA CONNECTIONS
ACADEMY CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000011247
Date : 18-AUG-2022
Due Date :
Payment Terms :
Customer Account : 4235156
Project Number : 82067676
Currency : USD
Shipment Terms :
Purchase Order Number : CALCACC
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION
Net Amount : USD \$36,119.90	Make Checks Payable to:
Tax Total : USD \$700.37	Pearson Virtual Schools USA
Invoice Total : USD \$36,820.27	32369 Collection Center Drive
Amount Due : USD \$36,820.27	Chicago, IL 60693-0323
	Bank Wire to:
	Bank Name : Bank of America N A
	Bank Address :
	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000011247							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067676	CALCACC	Direct Charges	21		36,119.90	700.37	36,820.27

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Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$36,119.90	\$700.37	\$36,820.27



Pearson

Charges for the Following Period:

May 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	434.37
Connexus™ Annual License (EMS)	5,212.49
Curriculum Postage	422.16
Educational Resource Center	1,094.62
Enrollment and Records Management	511.71
Facility Support Services	25.00
Hardware/Software - Employees	268.00
Human Resources Support	558.33
Internet Subsidy Payment Processing	114.65
School Curriculum Supplies	195.30
Student Technology Assistance	4,764.45
Tangible and Intangible Instructional Materials	13,019.37
Technical Support and Repairs	1,303.12
	<hr/>
	27,923.57

Revenue Based Charges

Marketing Services	964.27
School Administration	5,785.65
Treasury Services	1,446.41
	<hr/>
	8,196.33

Total Amount Due

36,119.90



INVOICE

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

Attention:
 Accounts Payable

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

**Connections Education LLC dba
 Pearson Virtual Schools USA**
 10960 Grantchester Way
 Columbia, MD 21044
Tel: 1-800-843-0019
Email:
 poblsalesops@pearson.com
Tax ID No:
 68-0519943

Invoice Number : 91000011420
Date : 14-SEP-2022
Due Date :
Payment Terms :
Customer Account : 4235156
Project Number : 82067676
Currency : USD
Shipment Terms :
Purchase Order Number : CALCACC
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) :		1	REMITTANCE INFORMATION																																					
Net Amount :	USD	\$36,119.91	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="border-bottom: 1px dashed black;">Make Checks Payable to:</td> <td colspan="2" style="border-bottom: 1px dashed black;">Bank Wire to:</td> </tr> <tr> <td colspan="2" style="border-bottom: 1px dashed black;">Pearson Virtual Schools USA</td> <td style="border-bottom: 1px dashed black;">Bank Name</td> <td style="border-bottom: 1px dashed black;">: Bank of America N A</td> </tr> <tr> <td colspan="2" style="border-bottom: 1px dashed black;">32369 Collection Center Drive</td> <td style="border-bottom: 1px dashed black;">Bank Address</td> <td style="border-bottom: 1px dashed black;">:</td> </tr> <tr> <td colspan="2" style="border-bottom: 1px dashed black;">Chicago, IL 60693-0323</td> <td style="border-bottom: 1px dashed black;">ABA ACH No</td> <td style="border-bottom: 1px dashed black;">: 071000039</td> </tr> <tr> <td style="border-bottom: 1px dashed black;">Tax Total :</td> <td style="border-bottom: 1px dashed black;">USD</td> <td style="border-bottom: 1px dashed black;">\$700.37</td> <td style="border-bottom: 1px dashed black;">ABA Wire No</td> <td style="border-bottom: 1px dashed black;">: 026009593</td> </tr> <tr> <td style="border-bottom: 1px dashed black;">Invoice Total :</td> <td style="border-bottom: 1px dashed black;">USD</td> <td style="border-bottom: 1px dashed black;">\$36,820.28</td> <td style="border-bottom: 1px dashed black;">SWIFT Code</td> <td style="border-bottom: 1px dashed black;">: BOFAUS3N</td> </tr> <tr> <td style="border-bottom: 1px dashed black;">Amount Due :</td> <td style="border-bottom: 1px dashed black;">USD</td> <td style="border-bottom: 1px dashed black;">\$36,820.28</td> <td style="border-bottom: 1px dashed black;">A/C No</td> <td style="border-bottom: 1px dashed black;">: 8188290225</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="border-bottom: 1px dashed black;">Bank Account Name</td> <td style="border-bottom: 1px dashed black;">: Connections Education LLC dba Pearson Virtual Schools USA</td> </tr> </table>		Make Checks Payable to:		Bank Wire to:		Pearson Virtual Schools USA		Bank Name	: Bank of America N A	32369 Collection Center Drive		Bank Address	:	Chicago, IL 60693-0323		ABA ACH No	: 071000039	Tax Total :	USD	\$700.37	ABA Wire No	: 026009593	Invoice Total :	USD	\$36,820.28	SWIFT Code	: BOFAUS3N	Amount Due :	USD	\$36,820.28	A/C No	: 8188290225				Bank Account Name	: Connections Education LLC dba Pearson Virtual Schools USA
Make Checks Payable to:		Bank Wire to:																																						
Pearson Virtual Schools USA		Bank Name			: Bank of America N A																																			
32369 Collection Center Drive		Bank Address			:																																			
Chicago, IL 60693-0323		ABA ACH No	: 071000039																																					
Tax Total :	USD	\$700.37	ABA Wire No	: 026009593																																				
Invoice Total :	USD	\$36,820.28	SWIFT Code	: BOFAUS3N																																				
Amount Due :	USD	\$36,820.28	A/C No	: 8188290225																																				
			Bank Account Name	: Connections Education LLC dba Pearson Virtual Schools USA																																				



Invoice Number: 91000011420							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067676	CALCACC	Direct Charges	21		36,119.91	700.37	36,820.28

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 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$36,119.91	\$700.37	\$36,820.28



Pearson

Charges for the Following Period:

August 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	434.38
Connexus™ Annual License (EMS)	5,212.49
Curriculum Postage	422.15
Educational Resource Center	1,094.63
Enrollment and Records Management	511.70
Facility Support Services	25.00
Hardware/Software - Employees	268.00
Human Resources Support	558.33
Internet Subsidy Payment Processing	114.65
School Curriculum Supplies	195.30
Student Technology Assistance	4,764.45
Tangible and Intangible Instructional Materials	13,019.37
Technical Support and Repairs	1,303.12
	<hr/>
	27,923.57

Revenue Based Charges

Marketing Services	964.28
School Administration	5,785.65
Treasury Services	1,446.41
	<hr/>
	8,196.34

Total Amount Due

36,119.91



Pearson

INVOICE

Customer Bill-to:
CALIFORNIA CONNECTIONS ACADEMY
MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

Customer Ship-to:
CALIFORNIA CONNECTIONS
ACADEMY MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA
92675-4842

**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000011249
Date : 26-AUG-2022
Due Date :
Payment Terms :
Customer Account : 3973052
Project Number : 82067712
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAMB
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION
Net Amount : USD \$179,434.14	Make Checks Payable to: Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323
Tax Total : USD \$3,290.59	Bank Wire to:
Invoice Total : USD \$182,724.73	Bank Name : Bank of America N A
Amount Due : USD \$182,724.73	Bank Address :
	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000011249							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067712	CALCAMB	Direct Charges	22		179,434.14	3,290.59	182,724.73

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$179,434.14	\$3,290.59	\$182,724.73



Pearson

Charges for the Following Period:

July 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,287.87
Connexus™ Annual License (EMS)	27,454.41
Curriculum Postage	2,173.90
Educational Resource Center	5,765.43
Enrollment and Records Management	2,635.03
Facility Support Services	150.00
Hardware/Software - Employees	1,411.56
Human Resources Support	2,940.75
Internet Subsidy Payment Processing	753.71
School Curriculum Supplies	1,028.64
Student Technology Assistance	20,403.02
Tangible and Intangible Instructional Materials	67,043.38
Technical Support and Repairs	6,863.60
	<hr/>
	140,911.30

Revenue Based Charges

Marketing Services	4,519.16
School Administration	27,114.94
Treasury Services	6,778.74
	<hr/>
	38,412.84

Other Services

Summer School 2022	110.00
	<hr/>
	110.00

Total Amount Due

179,434.14



Pearson

INVOICE

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

Attention:
Accounts Payable

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

**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000011400
Date : 12-SEP-2022
Due Date :
Payment Terms :
Customer Account : 3973052
Project Number : 82067712
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAMB
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION
Net Amount : USD \$179,324.13	Make Checks Payable to: Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323
Tax Total : USD \$3,290.59	Bank Wire to:
Invoice Total : USD \$182,614.72	Bank Name : Bank of America N A
Amount Due : USD \$182,614.72	Bank Address :
	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000011400							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067712	CALCAMB	Direct Charges	21		179,324.13	3,290.59	182,614.72

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$179,324.13	\$3,290.59	\$182,614.72



Pearson

Charges for the Following Period:

August 2022

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,287.86
Connexus™ Annual License (EMS)	27,454.41
Curriculum Postage	2,173.90
Educational Resource Center	5,765.42
Enrollment and Records Management	2,635.04
Facility Support Services	150.00
Hardware/Software - Employees	1,411.56
Human Resources Support	2,940.75
Internet Subsidy Payment Processing	753.71
School Curriculum Supplies	1,028.64
Student Technology Assistance	20,403.03
Tangible and Intangible Instructional Materials	67,043.39
Technical Support and Repairs	6,863.60

140,911.31

Revenue Based Charges

Marketing Services	4,519.15
School Administration	27,114.94
Treasury Services	6,778.73

38,412.82

Total Amount Due

179,324.13

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy Central Coast
CDS #: 42750100138891
Charter Approving Entity: Cuyama Unified School District
County: Santa Barbara
Charter #: 2031

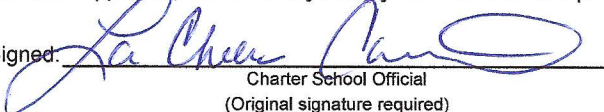
NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Denice Cora Name	Theresa King Name	LaChelle Carter Name
Administrator, Business Advisory Services Title	Business Manager Title	Director of Finance Title
805-964-4711 x 5237 Telephone	661-766-4104 Telephone	410-949-0368 Telephone
dcora@sbceo.org Email address	tking@cuyamaunified.org Email address	lacarter@calca.connectionsacademy.org Email address

To the entity that approved the charter school:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed:  Date: 9/15/2022
Charter School Official
(Original signature required)

Printed Name: LaChelle Carter Title: Director of Finance

To the County Superintendent of Schools:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Coast

CDS #: 42750100138891

Charter Approving Entity: Cuyama Unified School District

County: Santa Barbara

Charter #: 2031

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	374,143.00		374,143.00
Education Protection Account State Aid - Current Year	8012	18,564.00		18,564.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	528,025.00		528,025.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		920,732.00	0.00	920,732.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		0.00	0.00
Special Education - Federal	8181, 8182		10,052.00	10,052.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	86.00		86.00
Total, Federal Revenues		86.00	10,052.00	10,138.00
3. Other State Revenues				
Special Education - State	StateRevSE		66,369.00	66,369.00
All Other State Revenues	StateRevAO	29,422.00	12,032.00	41,454.00
Total, Other State Revenues		29,422.00	78,401.00	107,823.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	1,518.00	0.00	1,518.00
Total, Local Revenues		1,518.00	0.00	1,518.00
5. TOTAL REVENUES				
		951,758.00	88,453.00	1,040,211.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	229,496.00	35,812.00	265,308.00
Certificated Pupil Support Salaries	1200	21,049.00	0.00	21,049.00
Certificated Supervisors' and Administrators' Salaries	1300	21,171.00	7,491.00	28,662.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		271,716.00	43,303.00	315,019.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	19,623.00	208.00	19,831.00
Total, Noncertificated Salaries		19,623.00	208.00	19,831.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Coast

CDS #: 42750100138891

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	7,295.00	47,548.00	54,843.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	5,441.00	644.00	6,085.00
Health and Welfare Benefits	3401-3402	58,532.00	9,380.00	67,912.00
Unemployment Insurance	3501-3502	3,933.00	587.00	4,520.00
Workers' Compensation Insurance	3601-3602	5,827.00	870.00	6,697.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		81,028.00	59,029.00	140,057.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	7,620.00	7,620.00
Books and Other Reference Materials	4200	136,543.00	0.00	136,543.00
Materials and Supplies	4300	64,538.00	0.00	64,538.00
Noncapitalized Equipment	4400	37,950.00	0.00	37,950.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		239,031.00	7,620.00	246,651.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	146,142.00	13,950.00	160,092.00
Travel and Conferences	5200	2,254.00	0.00	2,254.00
Dues and Memberships	5300	1,093.00	0.00	1,093.00
Insurance	5400	140.00	0.00	140.00
Operations and Housekeeping Services	5500	319.00	0.00	319.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	5,575.00	0.00	5,575.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	34,853.00	93,633.00	128,486.00
Communications	5900	12,620.00	0.00	12,620.00
Total, Services and Other Operating Expenditures		202,996.00	107,583.00	310,579.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Amortization Expense - Lease Assets	6910			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		814,394.00	217,743.00	1,032,137.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Coast

CDS #: 42750100138891

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		137,364.00	(129,290.00)	8,074.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(129,290.00)	129,290.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(129,290.00)	129,290.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		8,074.00	0.00	8,074.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	10,278.00	0.00	10,278.00
b. Adjustments/Restatements	9793, 9795	(37.00)	0.00	(37.00)
c. Adjusted Beginning Fund Balance /Net Position		10,241.00	0.00	10,241.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		18,315.00	0.00	18,315.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789	0.00		0.00
2. Unassigned/Unappropriated Amount	9790M	18,315.00	0.00	18,315.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Coast

CDS #: 42750100138891

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	1,001,102.00	0.00	1,001,102.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	70,424.00	0.00	70,424.00
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	(761.00)	0.00	(761.00)
4. Due from Grantor Governments	9290	138,345.00	0.00	138,345.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	0.00	0.00	0.00
7. Other Current Assets	9340	0.00	0.00	0.00
8. Lease Receivable	9380	0.00	0.00	0.00
9. Capital Assets (accrual basis only)	9400-9489			0.00
10. TOTAL ASSETS		1,209,110.00	0.00	1,209,110.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	1,122,200.00	0.00	1,122,200.00
2. Due to Grantor Governments	9590	32,281.00	0.00	32,281.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	36,314.00	0.00	36,314.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		1,190,795.00	0.00	1,190,795.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		18,315.00	0.00	18,315.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Coast
CDS #: 42750100138891

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Coast
CDS #: 42750100138891

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. <u>None</u>	0.00
b. _____	_____
c. _____	_____
d. _____	_____
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	1,032,137.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	10,138.00
c. Subtotal of State & Local Expenditures [a minus b]	1,021,999.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	0.00
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	\$ 1,021,999.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy Central Valley
CDS #: 54718030112458
Charter Approving Entity: Alpaugh Unified School District
County: Tulare
Charter #: 804


NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Sarah Smigiera</u> Name	<u>Juana Limon</u> Name	<u>LaChelle Carter</u> Name
<u>Director, External Business Services</u> Title	<u>Business Manager</u> Title	<u>Director of Finance</u> Title
<u>559-733-6338</u> Telephone	<u>559-949-8413</u> Telephone	<u>410-949-0368</u> Telephone
<u>sarah.smigiera@tcoe.org</u> Email address	<u>jlimon@alpaugh.k12.ca.us</u> Email address	<u>lacarter@calca.connectionsacademy.org</u> Email address

To the entity that approved the charter school:

(X) 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed:  Date: 9/15/22
Charter School Official
(Original signature required)

Printed Name: LaChelle Carter Title: Director of Finance

To the County Superintendent of Schools:

() 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

() 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Valley
 CDS #: 54718030112458
 Charter Approving Entity: Alpaugh Unified School District
 County: Tulare
 Charter #: 804

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	4,581,388.00		4,581,388.00
Education Protection Account State Aid - Current Year	8012	1,720,326.00		1,720,326.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	365,926.00		365,926.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		6,667,640.00	0.00	6,667,640.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		166,512.00	166,512.00
Special Education - Federal	8181, 8182		86,979.00	86,979.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	544.00	351,590.00	352,134.00
Total, Federal Revenues		544.00	605,081.00	605,625.00
3. Other State Revenues				
Special Education - State	StateRevSE		444,494.00	444,494.00
All Other State Revenues	StateRevAO	88,280.00	132,949.00	221,229.00
Total, Other State Revenues		88,280.00	577,443.00	665,723.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	2,482.00	0.00	2,482.00
Total, Local Revenues		2,482.00	0.00	2,482.00
5. TOTAL REVENUES		6,758,946.00	1,182,524.00	7,941,470.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,170,571.00	445,813.00	1,616,384.00
Certificated Pupil Support Salaries	1200	60,992.00	66,478.00	127,470.00
Certificated Supervisors' and Administrators' Salaries	1300	155,337.00	53,746.00	209,083.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		1,386,900.00	566,037.00	1,952,937.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	142,500.00	2,161.00	144,661.00
Total, Noncertificated Salaries		142,500.00	2,161.00	144,661.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Valley

CDS #: 54718030112458

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	271,561.00	90,234.00	361,795.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	31,011.00	8,373.00	39,384.00
Health and Welfare Benefits	3401-3402	306,032.00	150,197.00	456,229.00
Unemployment Insurance	3501-3502	20,647.00	7,671.00	28,318.00
Workers' Compensation Insurance	3601-3602	30,588.00	11,364.00	41,952.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		659,839.00	267,839.00	927,678.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	50,967.00	50,967.00
Books and Other Reference Materials	4200	830,620.00	0.00	830,620.00
Materials and Supplies	4300	426,664.00	0.00	426,664.00
Noncapitalized Equipment	4400	299,655.00	0.00	299,655.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		1,556,939.00	50,967.00	1,607,906.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	994,067.00	205,122.00	1,199,189.00
Travel and Conferences	5200	20,800.00	0.00	20,800.00
Dues and Memberships	5300	10,835.00	0.00	10,835.00
Insurance	5400	1,023.00	0.00	1,023.00
Operations and Housekeeping Services	5500	2,326.00	0.00	2,326.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	40,535.00	0.00	40,535.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	204,836.00	478,070.00	682,906.00
Communications	5900	80,612.00	0.00	80,612.00
Total, Services and Other Operating Expenditures		1,355,034.00	683,192.00	2,038,226.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Amortization Expense - Lease Assets	6910			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,101,212.00	1,570,196.00	6,671,408.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Valley

CDS #: 54718030112458

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,657,734.00	(387,672.00)	1,270,062.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(387,672.00)	387,672.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(387,672.00)	387,672.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		1,270,062.00	0.00	1,270,062.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	439,380.00	0.00	439,380.00
b. Adjustments/Restatements	9793, 9795	30,855.00	0.00	30,855.00
c. Adjusted Beginning Fund Balance /Net Position		470,235.00	0.00	470,235.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		1,740,297.00	0.00	1,740,297.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	8,290.00		8,290.00
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789	0.00		0.00
2. Unassigned/Unappropriated Amount	9790M	1,732,007.00	0.00	1,732,007.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Valley

CDS #: 54718030112458

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	1,463,124.00	0.00	1,463,124.00
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	(8,184.00)	0.00	(8,184.00)
4. Due from Grantor Governments	9290	2,041,595.00	0.00	2,041,595.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	8,290.00	0.00	8,290.00
7. Other Current Assets	9340	100.00	0.00	100.00
8. Lease Receivable	9380	0.00	0.00	0.00
9. Capital Assets (accrual basis only)	9400-9489			0.00
10. TOTAL ASSETS		3,504,925.00	0.00	3,504,925.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	1,304,519.00	0.00	1,304,519.00
2. Due to Grantor Governments	9590	395,567.00	0.00	395,567.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	64,542.00	0.00	64,542.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		1,764,628.00	0.00	1,764,628.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		1,740,297.00	0.00	1,740,297.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Valley
CDS #: 54718030112458

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Central Valley

CDS #: 54718030112458

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. <u>None</u>	<u>0.00</u>
b. _____	_____
c. _____	_____
d. _____	_____
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	<u>0.00</u>

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	<u>6,671,408.00</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>605,625.00</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>6,065,783.00</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	<u>0.00</u>
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	<u>0.00</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	\$ <u>6,065,783.00</u>

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy Monterey Bay
CDS #: 44754320139410
Charter Approving Entity: Scotts Valley Unified School District
County: Santa Cruz
Charter #: 2056

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:

Rebecca Olker
Name

Senior Director, Fiscal Services
Title

831-466-5630
Telephone

rolker@santacruzcoe.org
Email address

For Approving Entity:

Mary Navas
Name

Chief Business Official
Title

831-438-1820 x 107
Telephone

mnavas@scottsvalleysd.org
Email address

For Charter School:

LaChelle Carter
Name

Director of Finance
Title

410-949-0368
Telephone

lacarter@calca.connectionsacademy.org
Email address

To the entity that approved the charter school:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: 
Charter School Official
(Original signature required)

Date: 9/15/2022

Printed Name: LaChelle Carter

Title: Director of Finance

To the County Superintendent of Schools:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed Name: _____

Title: _____

To the Superintendent of Public Instruction:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Monterey Bay

CDS #: 44754320139410

Charter Approving Entity: Scotts Valley Unified School District

County: Santa Cruz

Charter #: 2056

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,796,045.00		1,796,045.00
Education Protection Account State Aid - Current Year	8012	87,186.00		87,186.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,394,853.00		2,394,853.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		4,278,084.00	0.00	4,278,084.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		0.00	0.00
Special Education - Federal	8181, 8182		55,566.00	55,566.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	372.00	0.00	372.00
Total, Federal Revenues		372.00	55,566.00	55,938.00
3. Other State Revenues				
Special Education - State	StateRevSE		311,690.00	311,690.00
All Other State Revenues	StateRevAO	59,269.00	87,813.00	147,082.00
Total, Other State Revenues		59,269.00	399,503.00	458,772.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	1,174.00	0.00	1,174.00
Total, Local Revenues		1,174.00	0.00	1,174.00
5. TOTAL REVENUES				
		4,338,899.00	455,069.00	4,793,968.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	945,881.00	147,394.00	1,093,275.00
Certificated Pupil Support Salaries	1200	86,070.00	0.00	86,070.00
Certificated Supervisors' and Administrators' Salaries	1300	101,571.00	35,237.00	136,808.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		1,133,522.00	182,631.00	1,316,153.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	93,730.00	925.00	94,655.00
Total, Noncertificated Salaries		93,730.00	925.00	94,655.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Monterey Bay

CDS #: 44754320139410

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	217,717.00	28,328.00	246,045.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	23,606.00	2,719.00	26,325.00
Health and Welfare Benefits	3401-3402	267,458.00	42,277.00	309,735.00
Unemployment Insurance	3501-3502	16,568.00	2,478.00	19,046.00
Workers' Compensation Insurance	3601-3602	24,545.00	3,671.00	28,216.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		549,894.00	79,473.00	629,367.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	35,726.00	35,726.00
Books and Other Reference Materials	4200	581,437.00	0.00	581,437.00
Materials and Supplies	4300	296,232.00	0.00	296,232.00
Noncapitalized Equipment	4400	154,100.00	0.00	154,100.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		1,031,769.00	35,726.00	1,067,495.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	658,892.00	78,000.00	736,892.00
Travel and Conferences	5200	8,810.00	0.00	8,810.00
Dues and Memberships	5300	6,244.00	0.00	6,244.00
Insurance	5400	669.00	0.00	669.00
Operations and Housekeeping Services	5500	1,523.00	0.00	1,523.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	26,566.00	0.00	26,566.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	160,328.00	369,033.00	529,361.00
Communications	5900	52,469.00	0.00	52,469.00
Total, Services and Other Operating Expenditures		915,501.00	447,033.00	1,362,534.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Amortization Expense - Lease Assets	6910			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		3,724,416.00	745,788.00	4,470,204.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Monterey Bay

CDS #: 44754320139410

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		614,483.00	(290,719.00)	323,764.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(290,719.00)	290,719.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(290,719.00)	290,719.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		323,764.00	0.00	323,764.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	10,110.00	0.00	10,110.00
b. Adjustments/Restatements	9793, 9795	24,487.00	0.00	24,487.00
c. Adjusted Beginning Fund Balance /Net Position		34,597.00	0.00	34,597.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		358,361.00	0.00	358,361.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789	0.00		0.00
2. Unassigned/Unappropriated Amount	9790M	358,361.00	0.00	358,361.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Monterey Bay

CDS #: 44754320139410

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	848,929.00	0.00	848,929.00
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	(3,228.00)	0.00	(3,228.00)
4. Due from Grantor Governments	9290	2,634,893.00	0.00	2,634,893.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	0.00	0.00	0.00
7. Other Current Assets	9340	0.00	0.00	0.00
8. Lease Receivable	9380	0.00	0.00	0.00
9. Capital Assets (accrual basis only)	9400-9489			0.00
10. TOTAL ASSETS		3,480,594.00	0.00	3,480,594.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	2,900,713.00	0.00	2,900,713.00
2. Due to Grantor Governments	9590	200,127.00	0.00	200,127.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	21,393.00	0.00	21,393.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		3,122,233.00	0.00	3,122,233.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		358,361.00	0.00	358,361.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Monterey Bay
CDS #: 44754320139410

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Monterey Bay
CDS #: 44754320139410

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. <u>None</u>	0.00
b. _____	_____
c. _____	_____
d. _____	_____
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	4,470,204.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues* are normally recognized in the period that qualifying expenditures are incurred]	55,938.00
c. Subtotal of State & Local Expenditures [a minus b]	4,414,266.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	0.00
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	\$ 4,414,266.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy North Bay
CDS #: 17640550129601
Charter Approving Entity: Middletown Unified School District
County: Lake
Charter #: 1653

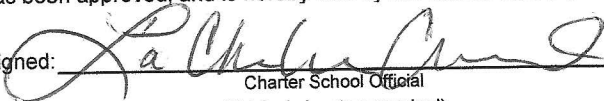
NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Denise Shannon</u> Name	<u>Julie Alves</u> Name	<u>LaChelle Carter</u> Name
<u>Assistant Superintendent Fiscal Services</u> Title	<u>CBO</u> Title	<u>Director of Finance</u> Title
<u>707-262-4114</u> Telephone	<u>707-987-4100</u> Telephone	<u>410-949-0368</u> Telephone
<u>dshannon@lakecoe.org</u> Email address	<u>julie.alves@middletownusd.org</u> Email address	<u>lacarter@calca.connectionsacademy.org</u> Email address

To the entity that approved the charter school:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed:  Date: 9/15/22
Charter School Official
(Original signature required)

Printed Name: LaChelle Carter Title: Director of Finance

To the County Superintendent of Schools:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy North Bay
 CDS #: 17640550129601
 Charter Approving Entity: Middletown Unified School District
 County: Lake
 Charter #: 1653

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	946,911.00		946,911.00
Education Protection Account State Aid - Current Year	8012	31,982.00		31,982.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	652,261.00		652,261.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		1,631,154.00	0.00	1,631,154.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		49,893.00	49,893.00
Special Education - Federal	8181, 8182		25,968.00	25,968.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	138.00	75,415.00	75,553.00
Total, Federal Revenues		138.00	151,276.00	151,414.00
3. Other State Revenues				
Special Education - State	StateRevSE		114,336.00	114,336.00
All Other State Revenues	StateRevAO	24,712.00	26,599.00	51,311.00
Total, Other State Revenues		24,712.00	140,935.00	165,647.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	471.00	0.00	471.00
Total, Local Revenues		471.00	0.00	471.00
5. TOTAL REVENUES				
		1,656,475.00	292,211.00	1,948,686.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	328,229.00	120,535.00	448,764.00
Certificated Pupil Support Salaries	1200	18,086.00	17,563.00	35,649.00
Certificated Supervisors' and Administrators' Salaries	1300	44,733.00	15,110.00	59,843.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		391,048.00	153,208.00	544,256.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	41,058.00	346.00	41,404.00
Total, Noncertificated Salaries		41,058.00	346.00	41,404.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy North Bay

CDS #: 17640550129601

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	72,439.00	23,981.00	96,420.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	8,811.00	2,248.00	11,059.00
Health and Welfare Benefits	3401-3402	83,670.00	40,205.00	123,875.00
Unemployment Insurance	3501-3502	5,833.00	2,073.00	7,906.00
Workers' Compensation Insurance	3601-3602	8,642.00	3,071.00	11,713.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		179,395.00	71,578.00	250,973.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	13,110.00	13,110.00
Books and Other Reference Materials	4200	213,327.00	0.00	213,327.00
Materials and Supplies	4300	110,059.00	0.00	110,059.00
Noncapitalized Equipment	4400	95,393.00	0.00	95,393.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		418,779.00	13,110.00	431,889.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	255,311.00	25,503.00	280,814.00
Travel and Conferences	5200	3,454.00	0.00	3,454.00
Dues and Memberships	5300	3,499.00	0.00	3,499.00
Insurance	5400	293.00	0.00	293.00
Operations and Housekeeping Services	5500	667.00	0.00	667.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	13,062.00	0.00	13,062.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	54,748.00	62,042.00	116,790.00
Communications	5900	20,408.00	0.00	20,408.00
Total, Services and Other Operating Expenditures		351,442.00	87,545.00	438,987.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Amortization Expense - Lease Assets	6910			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		1,381,722.00	325,787.00	1,707,509.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy North Bay

CDS #: 17640550129601

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		274,753.00	(33,576.00)	241,177.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(33,576.00)	33,576.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(33,576.00)	33,576.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		241,177.00	0.00	241,177.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	369,561.00	0.00	369,561.00
b. Adjustments/Restatements	9793, 9795	2,245.00	0.00	2,245.00
c. Adjusted Beginning Fund Balance /Net Position		371,806.00	0.00	371,806.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		612,983.00	0.00	612,983.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	1,501.00		1,501.00
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789	0.00		0.00
2. Unassigned/Unappropriated Amount	9790M	611,482.00	0.00	611,482.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy North Bay

CDS #: 17640550129601

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	927,950.00	0.00	927,950.00
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	(7,380.00)	0.00	(7,380.00)
4. Due from Grantor Governments	9290	212,115.00	0.00	212,115.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	1,501.00	0.00	1,501.00
7. Other Current Assets	9340	0.00	0.00	0.00
8. Lease Receivable	9380	0.00	0.00	0.00
9. Capital Assets (accrual basis only)	9400-9489			0.00
10. TOTAL ASSETS		1,134,186.00	0.00	1,134,186.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	322,502.00	0.00	322,502.00
2. Due to Grantor Governments	9590	158,289.00	0.00	158,289.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	40,412.00	0.00	40,412.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		521,203.00	0.00	521,203.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		612,983.00	0.00	612,983.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy North Bay

CDS #: 17640550129601

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits 3000-3999	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy North Bay
CDS #: 17640550129601

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. <u>None</u>	<u>0.00</u>
b. _____	_____
c. _____	_____
d. _____	_____
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	<u>0.00</u>

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	<u>1,707,509.00</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>151,414.00</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>1,556,095.00</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	<u>0.00</u>
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	<u>0.00</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	<u>\$ 1,556,095.00</u>

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2021 to June 30, 2022

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy Northern California
CDS #: 39686500125849
Charter Approving Entity: Ripon Unified School District
County: San Joaquin
Charter #: 1398


NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Kathryn Rusk</u> Name	<u>Michelle Harmon</u> Name	<u>LaChelle Carter</u> Name
<u>Coordinator, District Fiscal Oversight</u> Title	<u>Chief Business Officer</u> Title	<u>Director of Finance</u> Title
<u>209-468-5907</u> Telephone	<u>209-253-1985</u> Telephone	<u>410-949-0368</u> Telephone
<u>krusk@sjcoe.net</u> Email address	<u>mharmon@riponusd.et</u> Email address	<u>lacarter@calca.connectionsacademy.org</u> Email address

To the entity that approved the charter school:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed:  Date: 9/15/22
Charter School Official
(Original signature required)

Printed Name: LaChelle Carter Title: Director of Finance

To the County Superintendent of Schools:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2021 to June 30, 2022

Charter School Name: California Connections Academy Northern California

CDS #: 39686500125849

Charter Approving Entity: Ripon Unified School District

County: San Joaquin

Charter #: 1398

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	8,839,567.00		8,839,567.00
Education Protection Account State Aid - Current Year	8012	4,186,489.00		4,186,489.00
State Aid - Prior Years	8019	2,281,453.00		2,281,453.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	0.00		0.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		15,307,509.00	0.00	15,307,509.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		255,213.00	255,213.00
Special Education - Federal	8181, 8182		198,390.00	198,390.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	1,355.00	467,867.00	469,222.00
Total, Federal Revenues		1,355.00	921,470.00	922,825.00
3. Other State Revenues				
Special Education - State	StateRevSE		1,088,795.00	1,088,795.00
All Other State Revenues	StateRevAO	221,268.00	294,899.00	516,167.00
Total, Other State Revenues		221,268.00	1,383,694.00	1,604,962.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	5,757.00	0.00	5,757.00
Total, Local Revenues		5,757.00	0.00	5,757.00
5. TOTAL REVENUES				
		15,535,889.00	2,305,164.00	17,841,053.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	2,890,470.00	1,096,098.00	3,986,568.00
Certificated Pupil Support Salaries	1200	151,349.00	162,720.00	314,069.00
Certificated Supervisors' and Administrators' Salaries	1300	356,918.00	130,471.00	487,389.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		3,398,737.00	1,389,289.00	4,788,026.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	333,867.00	3,348.00	337,215.00
Total, Noncertificated Salaries		333,867.00	3,348.00	337,215.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Northern California

CDS #: 39686500125849

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	651,004.00	237,739.00	888,743.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	74,823.00	20,401.00	95,224.00
Health and Welfare Benefits	3401-3402	748,804.00	368,503.00	1,117,307.00
Unemployment Insurance	3501-3502	50,390.00	18,801.00	69,191.00
Workers' Compensation Insurance	3601-3602	74,652.00	27,853.00	102,505.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		1,599,673.00	673,297.00	2,272,970.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	124,795.00	124,795.00
Books and Other Reference Materials	4200	2,035,290.00	0.00	2,035,290.00
Materials and Supplies	4300	1,072,163.00	0.00	1,072,163.00
Noncapitalized Equipment	4400	665,850.00	0.00	665,850.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		3,773,303.00	124,795.00	3,898,098.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	2,308,942.00	467,119.00	2,776,061.00
Travel and Conferences	5200	43,134.00	0.00	43,134.00
Dues and Memberships	5300	27,344.00	0.00	27,344.00
Insurance	5400	2,384.00	0.00	2,384.00
Operations and Housekeeping Services	5500	5,422.00	0.00	5,422.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	94,661.00	0.00	94,661.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	617,287.00	1,347,936.00	1,965,223.00
Communications	5900	197,714.00	0.00	197,714.00
Total, Services and Other Operating Expenditures		3,296,888.00	1,815,055.00	5,111,943.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Amortization Expense - Lease Assets	6910			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		12,402,468.00	4,005,784.00	16,408,252.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Northern California

CDS #: 39686500125849

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,133,421.00	(1,700,620.00)	1,432,801.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,700,620.00)	1,700,620.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(1,700,620.00)	1,700,620.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		1,432,801.00	0.00	1,432,801.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	690,202.00	0.00	690,202.00
b. Adjustments/Restatements	9793, 9795	90,340.00	0.00	90,340.00
c. Adjusted Beginning Fund Balance /Net Position		780,542.00	0.00	780,542.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		2,213,343.00	0.00	2,213,343.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	152,196.00		152,196.00
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789	0.00		0.00
2. Unassigned/Unappropriated Amount	9790M	2,061,147.00	0.00	2,061,147.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Northern California

CDS #: 39686500125849

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	3,853,726.00	0.00	3,853,726.00
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	4,447,398.00	0.00	4,447,398.00
4. Due from Grantor Governments	9290	0.00	0.00	0.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	152,196.00	0.00	152,196.00
7. Other Current Assets	9340	0.00	0.00	0.00
8. Lease Receivable	9380	0.00	0.00	0.00
9. Capital Assets (accrual basis only)	9400-9489			0.00
10. TOTAL ASSETS		8,453,320.00	0.00	8,453,320.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	5,865,179.00	0.00	5,865,179.00
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	374,798.00	0.00	374,798.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		6,239,977.00	0.00	6,239,977.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		2,213,343.00	0.00	2,213,343.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Northern California
CDS #: 39686500125849

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	3000-3999 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Northern California
CDS #: 39686500125849

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. None	0.00
b. _____	_____
c. _____	_____
d. _____	_____
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	16,408,252.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	922,825.00
c. Subtotal of State & Local Expenditures [a minus b]	15,485,427.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	0.00
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	\$ 15,485,427.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy Southern California
CDS #: 30664640106765
Charter Approving Entity: Capistrano Unified School District
County: Orange
Charter #: 664

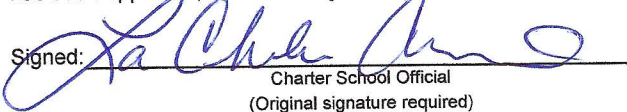
NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Laura Weiss</u> Name	<u>Kathleen Lange</u> Name	<u>LaChelle Carter</u> Name
<u>Manager, Business Services</u> Title	<u>Manager, Fiscal Services</u> Title	<u>Director of Finance</u> Title
<u>714-966-4234</u> Telephone	<u>949-234-9328</u> Telephone	<u>410-949-0368</u> Telephone
<u>lweiss@ocde.us</u> Email address	<u>klange@capousd.org</u> Email address	<u>larcerter@calca.connectionsacademy.org</u> Email address

To the entity that approved the charter school:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed:  Date: 9/15/2022
Charter School Official
(Original signature required)

Printed Name: LaChelle Carter Title: Director of Finance

To the County Superintendent of Schools:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Southern California

CDS #: 30664640106765

Charter Approving Entity: Capistrano Unified School District

County: Orange

Charter #: 664

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	10,599,981.00		10,599,981.00
Education Protection Account State Aid - Current Year	8012	926,266.00		926,266.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	35,215,364.00		35,215,364.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		46,741,611.00	0.00	46,741,611.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		856,571.00	856,571.00
Special Education - Federal	8181, 8182		604,244.00	604,244.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	4,090.00	1,494,855.00	1,498,945.00
Total, Federal Revenues		4,090.00	2,955,670.00	2,959,760.00
3. Other State Revenues				
Special Education - State	StateRevSE		3,572,265.00	3,572,265.00
All Other State Revenues	StateRevAO	728,498.00	613,464.00	1,341,962.00
Total, Other State Revenues		728,498.00	4,185,729.00	4,914,227.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	17,405.00	0.00	17,405.00
Total, Local Revenues		17,405.00	0.00	17,405.00
5. TOTAL REVENUES				
		47,491,604.00	7,141,399.00	54,633,003.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	8,767,045.00	3,316,138.00	12,083,183.00
Certificated Pupil Support Salaries	1200	460,909.00	491,340.00	952,249.00
Certificated Supervisors' and Administrators' Salaries	1300	1,073,975.00	392,909.00	1,466,884.00
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		10,301,929.00	4,200,387.00	14,502,316.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.00
Other Noncertificated Salaries	2900	1,004,806.00	10,105.00	1,014,911.00
Total, Noncertificated Salaries		1,004,806.00	10,105.00	1,014,911.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Southern California

CDS #: 30664640106765

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	2,242,431.00	443,375.00	2,685,806.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	226,246.00	61,679.00	287,925.00
Health and Welfare Benefits	3401-3402	2,848,248.00	514,805.00	3,363,053.00
Unemployment Insurance	3501-3502	152,641.00	56,842.00	209,483.00
Workers' Compensation Insurance	3601-3602	226,135.00	84,210.00	310,345.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		5,695,701.00	1,160,911.00	6,856,612.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	379,464.00	379,464.00
Books and Other Reference Materials	4200	5,952,074.00	0.00	5,952,074.00
Materials and Supplies	4300	3,322,765.00	0.00	3,322,765.00
Noncapitalized Equipment	4400	2,236,089.00	0.00	2,236,089.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		11,510,928.00	379,464.00	11,890,392.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	7,832,946.00	920,400.00	8,753,346.00
Travel and Conferences	5200	168,526.00	0.00	168,526.00
Dues and Memberships	5300	78,359.00	0.00	78,359.00
Insurance	5400	7,175.00	0.00	7,175.00
Operations and Housekeeping Services	5500	16,323.00	0.00	16,323.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	284,933.00	0.00	284,933.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	1,743,902.00	3,902,825.00	5,646,727.00
Communications	5900	601,006.00	0.00	601,006.00
Total, Services and Other Operating Expenditures		10,733,170.00	4,823,225.00	15,556,395.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Depreciation Expense (accrual basis only)	6900	2,168.00	0.00	2,168.00
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00
Total, Capital Outlay		2,168.00	0.00	2,168.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		39,248,702.00	10,574,092.00	49,822,794.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Southern California

CDS #: 30664640106765

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		8,242,902.00	(3,432,693.00)	4,810,209.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(3,432,693.00)	3,432,693.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(3,432,693.00)	3,432,693.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		4,810,209.00	0.00	4,810,209.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	4,233,171.00	0.00	4,233,171.00
b. Adjustments/Restatements	9793, 9795	265,056.00	0.00	265,056.00
c. Adjusted Beginning Fund Balance /Net Position		4,498,227.00	0.00	4,498,227.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		9,308,436.00	0.00	9,308,436.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	0.00	0.00	0.00
b. Restricted Net Position	9797		0.00	0.00
c. Unrestricted Net Position	9790A	9,308,436.00	0.00	9,308,436.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Southern California

CDS #: 30664640106765

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	2,450,042.00	0.00	2,450,042.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	13,876,251.00	0.00	13,876,251.00
In Revolving Fund	9130	143.00	0.00	143.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	2,935,327.00	0.00	2,935,327.00
4. Due from Grantor Governments	9290	0.00	0.00	0.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	232,717.00	0.00	232,717.00
7. Other Current Assets	9340	20,288.00	0.00	20,288.00
8. Lease Receivable	9380	0.00	0.00	0.00
9. Capital Assets (accrual basis only)	9400-9489	24,210.00	0.00	24,210.00
10. TOTAL ASSETS		19,538,978.00	0.00	19,538,978.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	9,360,327.00	0.00	9,360,327.00
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	870,215.00	0.00	870,215.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	0.00	0.00	0.00
6. TOTAL LIABILITIES		10,230,542.00	0.00	10,230,542.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		9,308,436.00	0.00	9,308,436.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Southern California
CDS #: 30664640106765

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	3000-3999 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: California Connections Academy Southern California
CDS #: 30664640106765

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. <u>None</u>	<u>0.00</u>
b. _____	_____
c. _____	_____
d. _____	_____
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	<u>0.00</u>

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	<u>49,822,794.00</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>2,959,760.00</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>46,863,034.00</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	<u>2,168.00</u>
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	<u>0.00</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	<u>\$ 46,860,866.00</u>

Department	Employee Name	Job	Annual Salary	Performance Bonus	Career Ladder (other)	Career Ladder Stipend	Total Potential Comp	Seniority Date	Hire Date
CA- CalCA Administration	Anderson, Britnie C.	School Admin Asst I	20.00	0%		\$0.00	\$20.00	05/16/2022	05/16/2022
CA- CalCA Administration	Araujo-Sierra, Maria I.	SEIS Coordinator	23.15	0%		\$0.00	\$23.15	09/19/2019	09/19/2019
CA- CalCA Administration	Batin, Ana Lee V.	School Exec Assistant	27.56	0%		\$0.00	\$27.56	08/01/2017	12/16/2018
CA- CalCA Administration	Bressel, Brooke N.	School Admin Asst I	20.00	0%		\$0.00	\$20.00	09/30/2021	09/30/2021
CA- CalCA Administration	Brunner, Jennifer L.	Asst Principal I	91,000.00	0%		\$0.00	\$91,000.00	08/20/2013	01/01/2019
CA- CalCA Administration	Carrasco, Tiffany	AsstDir of Business Services	97,374.29	0%		\$0.00	\$97,374.29	08/20/2007	01/01/2019
CA- CalCA Administration	Carter, LaChelle N.	Director of Finance	115,752.00	0%		\$0.00	\$115,752.00	09/08/2008	07/15/2019
CA- CalCA Administration	Carter, Marissa M.	Asst Principal II	106,572.76	0%		\$0.00	\$106,572.76	08/24/2009	01/01/2019
CA- CalCA Administration	Colombero, Julie B.	Sr Mgr School Outreach	101,220.67	0%		\$0.00	\$101,220.67	06/28/2013	01/01/2019
CA- CalCA Administration	Condon, Jessica J.	School Exec Assistant	29.46	0%		\$0.00	\$29.46	08/12/2014	01/01/2019
CA- CalCA Administration	DeShay, Shayla	School Admin Asst I	20.00	0%		\$0.00	\$20.00	05/05/2022	05/05/2022
CA- CalCA Administration	Dombek, Leslie M.	Dir Student Achievement	134,566.90	0%		\$0.00	\$134,566.90	08/15/2005	01/01/2019
CA- CalCA Administration	Eng, Hazel U.	Mgr of Counseling Svcs	83,111.79	0%		\$0.00	\$83,111.79	04/20/2011	01/01/2019
CA- CalCA Administration	Erskin, Shannon K.	Asst Dir of Student Svcs	95,000.00	0%		\$0.00	\$95,000.00	10/11/2021	10/11/2021
CA- CalCA Administration	Escobar, Paulina	Registrar	25.43	0%		\$0.00	\$25.43	05/20/2020	05/20/2020
CA- CalCA Administration	Galindo, Vanessa	School Admin Asst III	26.17	0%		\$0.00	\$26.17	08/08/2011	12/16/2018
CA- CalCA Administration	Gott, Alison M.	Asst Dir of Student Svcs	97,520.00	0%		\$0.00	\$97,520.00	08/23/2010	01/01/2019
CA- CalCA Administration	Hardy, Mia S.	Dir of Counseling	103,214.21	0%		\$0.00	\$103,214.21	11/19/2012	01/01/2019
CA- CalCA Administration	Hertzler, Daniel J.	Asst Principal I	102,523.20	0%		\$0.00	\$102,523.20	04/29/2019	04/29/2019
CA- CalCA Administration	Hinojos, Krystal	School Admin Asst II	21.00			\$0.00	\$21.00	01/08/2020	01/08/2020
CA- CalCA Administration	Hurley, Hannah M.	Asst Principal I	85,000.00			\$0.00	\$85,000.00	08/20/2015	01/01/2019
CA- CalCA Administration	Jamero, Bernadette Q.	School Exec Assistant	28.67			\$0.00	\$28.67	01/07/2015	12/16/2018
CA- CalCA Administration	Joy, Patty	School Admin Asst III	22.49			\$0.00	\$22.49	09/24/2015	12/16/2018
CA- CalCA Administration	Larson, Deborah	School Exec Assistant	33.64			\$0.00	\$33.64	04/24/2009	01/01/2019
CA- CalCA Administration	Le, Tracy D.	AsstDir of Business Services	96,058.42			\$0.00	\$96,058.42	05/08/2008	01/01/2019
CA- CalCA Administration	Lopez, Juneill A.	School Admin Asst II	21.00			\$0.00	\$21.00	08/15/2018	12/16/2018
CA- CalCA Administration	Lopez, Tiffany C.	School Admin Asst III	22.96			\$0.00	\$22.96	07/30/2013	12/16/2018
CA- CalCA Administration	Maldonado, Ashley C.	Asst Dir of Student Svcs	98,580.00			\$0.00	\$98,580.00	08/20/2013	01/01/2019
CA- CalCA Administration	Mannix, Kara L.	Principal II	158,394.11			\$0.00	\$158,394.11	10/15/2015	01/01/2019
CA- CalCA Administration	Medina, Byanka A.	School Exec Assistant	28.62			\$0.00	\$28.62	08/10/2015	12/16/2018
CA- CalCA Administration	Nims, Nicole B.	SEIS Coordinator	22.24			\$0.00	\$22.24	03/15/2018	12/16/2018
CA- CalCA Administration	Phillips, Amy C.	Asst Principal III	117,525.21			\$0.00	\$117,525.21	10/08/2012	07/01/2019
CA- CalCA Administration	Pinckney, Tracy A.	Asst Principal II	109,650.00			\$0.00	\$109,650.00	06/27/2016	01/01/2019
CA- CalCA Administration	Raines, Lindsey	School Admin Asst I	20.00			\$0.00	\$20.00	08/13/2020	08/13/2020
CA- CalCA Administration	Reid, Cassidy S.	School Admin Asst I	20.00			\$0.00	\$20.00	10/25/2021	10/25/2021
CA- CalCA Administration	Romero, Ricardo	Deputy Superintendent	194,654.25			\$0.00	\$194,654.25	06/08/2018	01/01/2019
CA- CalCA Administration	Roney, Harold C.	Dir of Student Services	121,900.00			\$0.00	\$121,900.00	01/07/2019	01/07/2019
CA- CalCA Administration	Sassin, Frances	Dir of Business Services	151,712.47			\$0.00	\$151,712.47	01/28/2013	01/01/2019
CA- CalCA Administration	Savage, Richard S.	School Leader	195,782.46			\$0.00	\$195,782.46	05/01/2013	01/01/2019
CA- CalCA Administration	Scrivner, Felicia M.	School Admin Asst I	20.00			\$0.00	\$20.00	08/30/2021	08/30/2021

Department	Employee Name	Job	Annual Salary	Performance Bonus	Career Ladder (other)	Career Ladder Stipend	Total Potential Comp	Seniority Date	Hire Date
CA- CalCA Administration	Seniseros, Patricia M.	School Admin Asst III	22.85			\$0.00	\$22.85	08/31/2015	12/16/2018
CA- CalCA Administration	Short, Thanette R.	Asst. Dir. Stu. Achieve.	90,000.00			\$0.00	\$90,000.00	10/02/2013	01/01/2019
CA- CalCA Administration	Simmons, Rebecca A.	Asst Dir of Student Svcs	89,040.00			\$0.00	\$89,040.00	04/22/2019	04/22/2019
CA- CalCA Administration	Tamayo, Heather M.	Principal II	142,775.26			\$0.00	\$142,775.26	06/11/2012	01/01/2019
CA- CalCA Administration	Taylor, Ashley C.	Asst Principal I	100,726.50			\$0.00	\$100,726.50	10/01/2013	01/01/2019
CA- CalCA Administration	Venegas, Elyse	School Admin Asst II	21.00			\$0.00	\$21.00	01/07/2019	01/07/2019
CA- CalCA Administration	Villafana, Claudia M.	School Admin Asst II	21.00			\$0.00	\$21.00	10/08/2013	12/16/2018
CA- CalCA Administration	Weed, Lauren	Asst Principal II	107,328.00			\$0.00	\$107,328.00	08/18/2008	01/01/2019
CA- CalCA Administration	White, Marcus T.	Principal II	144,300.22			\$0.00	\$144,300.22	03/25/2013	01/01/2019
CA- CalCA Teachers	Acton, Victoria	Teacher - Secondary	57,470.00			\$0.00	\$57,470.00	09/16/2021	09/16/2021
CA- CalCA Teachers	Afandonis, Mikkaail A.	Teacher - Secondary	67,470.00			\$0.00	\$67,470.00	09/14/2017	01/01/2019
CA- CalCA Teachers	Ahumada, Taryn	Teacher - Elementary	59,470.00			\$0.00	\$59,470.00	09/27/2021	09/27/2021
CA- CalCA Teachers	Akers, Aiko E.	Teacher - Secondary	62,970.00		Coordinator Teacher	\$2,518.80	\$65,488.80	08/14/2019	08/14/2019
CA- CalCA Teachers	Alameida, Jose C.	Teacher - Secondary	64,970.00		Specialist Teacher	\$7,796.40	\$72,766.40	08/21/2012	01/01/2019
CA- CalCA Teachers	Almond, Jennifer A.	Teacher - Special Ed	63,470.00			\$0.00	\$63,470.00	04/05/2021	04/05/2021
CA- CalCA Teachers	Angulo, Deborah	Teacher - Elementary	60,970.00			\$0.00	\$60,970.00	11/15/2021	11/15/2021
CA- CalCA Teachers	Arango, Lina M.	Teacher - Secondary	63,490.00			\$0.00	\$63,490.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Arnesen, Aimee	Teacher - Special Ed	68,977.37			\$0.00	\$68,977.37	10/17/2017	01/01/2019
CA- CalCA Teachers	Atilano, Brandi Y.	Teacher - Elementary	63,470.00		Master Teacher	\$9,520.50	\$72,990.50	08/13/2012	01/01/2019
CA- CalCA Teachers	Axson, Susan	School Counselor	64,970.00			\$0.00	\$64,970.00	08/17/2017	01/01/2019
CA- CalCA Teachers	Ayers, Hollie	Teacher - Secondary	61,932.79		Master Teacher	\$9,289.92	\$71,222.71	02/11/2013	01/01/2019
CA- CalCA Teachers	Baez-Ramirez, Jessica	School Counselor	64,970.00		Lead Teacher	\$5,847.30	\$70,817.30	11/09/2016	01/01/2019
CA- CalCA Teachers	Baham, Jennifer M.	Teacher - Secondary	73,101.21			\$0.00	\$73,101.21	03/01/2018	01/01/2019
CA- CalCA Teachers	Bakhos, Joseph W.	Teacher - Secondary	72,963.57			\$0.00	\$72,963.57	08/18/2008	01/01/2019
CA- CalCA Teachers	Ballard, Danielle	Teacher - Advisory	65,720.00			\$0.00	\$65,720.00	08/14/2014	01/01/2019
CA- CalCA Teachers	Banks, Christina M.	Teacher - Elementary	60,970.00			\$0.00	\$60,970.00	01/31/2022	01/31/2022
CA- CalCA Teachers	Barcenas, Leticia I.	Teacher - Secondary	68,970.00		Master Teacher	\$10,345.50	\$79,315.50	08/20/2015	01/01/2019
CA- CalCA Teachers	Bassegio, Julianna	Teacher - Elementary	58,970.00			\$0.00	\$58,970.00	03/14/2022	03/14/2022
CA- CalCA Teachers	Bauchman, Sara	Teacher - Special Ed	62,970.00			\$0.00	\$62,970.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Beltrami, Adrienne	Teacher - Special Ed	68,062.18			\$0.00	\$68,062.18	12/09/2019	12/09/2019
CA- CalCA Teachers	Ben-Joseph, Alyson L.	Teacher - Secondary	65,675.95		Master Teacher	\$9,851.39	\$75,527.34	08/29/2016	01/01/2019
CA- CalCA Teachers	Bennett, Zachary W.	Teacher - Secondary	57,470.00			\$0.00	\$57,470.00	08/14/2019	08/14/2019
CA- CalCA Teachers	Benumof, Kimberley K.	Teacher - Secondary	66,915.12		Specialist Teacher	\$8,029.81	\$74,944.93	10/10/2012	01/01/2019
CA- CalCA Teachers	Benziger, Jocelyn M.	Teacher - Special Ed	64,970.00			\$0.00	\$64,970.00	01/03/2022	01/03/2022
CA- CalCA Teachers	Berman, Morrissa	Teacher - Secondary	57,990.00			\$0.00	\$57,990.00	04/21/2022	04/21/2022
CA- CalCA Teachers	Bernstein, Joel M.	Teacher - Secondary	57,470.00			\$0.00	\$57,470.00	02/04/2019	02/04/2019
CA- CalCA Teachers	Bertran, Doug	Teacher - Special Ed	61,998.98			\$0.00	\$61,998.98	01/06/2020	01/06/2020
CA- CalCA Teachers	Biller-Dours, Ashley J.	Teacher - Secondary	66,970.00		Coordinator Teacher	\$2,678.80	\$69,648.80	08/14/2019	08/14/2019
CA- CalCA Teachers	Blake, Jennifer L.	Teacher - Secondary	59,970.00			\$0.00	\$59,970.00	08/29/2022	08/29/2022
CA- CalCA Teachers	Bojorquez, Leica R.	School Counselor	52,990.00			\$0.00	\$52,990.00	04/18/2022	04/18/2022

Department	Employee Name	Job	Annual Salary	Performance Bonus	Career Ladder (other)	Career Ladder Stipend	Total Potential Comp	Seniority Date	Hire Date
CA- CalCA Teachers	Bouillerce, Danielle A.	Teacher - Secondary	59,470.00		Lead Teacher	\$5,352.30	\$64,822.30	06/21/2016	01/01/2019
CA- CalCA Teachers	Bowe, Daniel R.	Teacher - Secondary	65,470.00			\$0.00	\$65,470.00	11/21/2013	01/01/2019
CA- CalCA Teachers	Bradford, Cynthia R.	Teacher - Secondary	68,970.00			\$0.00	\$68,970.00	08/18/2016	01/01/2019
CA- CalCA Teachers	Bradley, Lauren E.	Teacher - Secondary	65,283.21		Lead Teacher	\$5,875.49	\$71,158.70	08/23/2010	01/01/2019
CA- CalCA Teachers	Branstetter, Christine	Teacher - Special Ed	70,970.00			\$0.00	\$70,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Bridges, Kimberly	Teacher - Elementary	64,970.00			\$0.00	\$64,970.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Brinlee, Kelli J.	Teacher - Advisory	61,720.00			\$0.00	\$61,720.00	03/08/2018	01/01/2019
CA- CalCA Teachers	Brown, Kristen V.	Teacher - Elementary	56,470.00			\$0.00	\$56,470.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Brown, Scott D.	Teacher - Secondary	57,470.00		Lead Teacher	\$5,172.30	\$62,642.30	08/17/2017	01/01/2019
CA- CalCA Teachers	Buckey, Bryan	Teacher - Special Ed	62,264.40			\$0.00	\$62,264.40	09/02/2021	09/02/2021
CA- CalCA Teachers	Bullington, Meghan	Teacher - Special Ed	58,240.00			\$0.00	\$58,240.00	04/18/2022	04/18/2022
CA- CalCA Teachers	Burkes, Samantha M.	Teacher - Secondary	59,470.00		Specialist Teacher	\$7,136.40	\$66,606.40	09/05/2013	01/01/2019
CA- CalCA Teachers	Butterfield, Stephanie D.	Teacher - Secondary	65,470.00		Specialist Teacher	\$7,856.40	\$73,326.40	08/15/2018	01/01/2019
CA- CalCA Teachers	Cable, Kristin D.	Teacher - Elementary	59,470.00		Coordinator Teacher	\$2,378.80	\$61,848.80	08/15/2018	01/01/2019
CA- CalCA Teachers	Cambria, Amber B.	Teacher - Advisory	69,438.14		Master Teacher	\$10,415.72	\$79,853.86	08/20/2013	01/01/2019
CA- CalCA Teachers	Cannon, Tara E.	Teacher - Elementary	59,470.00		Specialist Teacher	\$7,136.40	\$66,606.40	10/20/2016	01/01/2019
CA- CalCA Teachers	Canto, Samantha J.	Teacher - Secondary	66,970.00			\$0.00	\$66,970.00	09/29/2016	01/01/2019
CA- CalCA Teachers	Carlton, Leah	Teacher - Secondary	59,470.00			\$0.00	\$59,470.00	09/16/2021	09/16/2021
CA- CalCA Teachers	Carter, Darnell	Teacher - Secondary	67,220.00			\$0.00	\$67,220.00	03/12/2020	03/12/2020
CA- CalCA Teachers	Casey, Gina M.	Teacher - Secondary	65,470.00		Coordinator Teacher	\$2,618.80	\$68,088.80	11/08/2019	11/08/2019
CA- CalCA Teachers	Castaneda, Eva	Teacher - Special Ed	68,970.00			\$0.00	\$68,970.00	03/17/2022	03/17/2022
CA- CalCA Teachers	Castillo, Michelle	Teacher - Secondary	68,970.00			\$0.00	\$68,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Cearnal Sims, Carli	School Counselor	60,970.00			\$0.00	\$60,970.00	03/28/2022	03/28/2022
CA- CalCA Teachers	Chacon, Teresa S.	Teacher - Secondary	62,970.00			\$0.00	\$62,970.00	12/04/2014	01/01/2019
CA- CalCA Teachers	Chaidez, Christopher I.	Teacher - Special Ed	63,470.00			\$0.00	\$63,470.00	02/10/2020	02/10/2020
CA- CalCA Teachers	Chang, Amy	Teacher - Special Ed	61,734.40			\$0.00	\$61,734.40	08/18/2021	08/18/2021
CA- CalCA Teachers	Chavez, Sunny N.	Teacher - Elementary	58,970.00			\$0.00	\$58,970.00	10/26/2020	10/26/2020
CA- CalCA Teachers	Christensen, Susan B.	Family Relationship Coord	64,970.00		Specialist Teacher	\$7,796.40	\$72,766.40	08/13/2012	01/01/2019
CA- CalCA Teachers	Chung, Erin	Teacher - Secondary	64,970.00		Coordinator Teacher	\$2,598.80	\$67,568.80	08/14/2014	01/01/2019
CA- CalCA Teachers	Clark, Jacqueline M.	Teacher - Special Ed	63,470.00			\$0.00	\$63,470.00	01/03/2022	01/03/2022
CA- CalCA Teachers	Conley, Jennifer L.	Teacher - Secondary	61,720.00			\$0.00	\$61,720.00	08/14/2019	08/14/2019
CA- CalCA Teachers	Conway, Richard C.	Teacher - Secondary	59,470.00			\$0.00	\$59,470.00	08/18/2016	01/01/2019
CA- CalCA Teachers	Cooper, Jessica A.	Teacher - Elementary	60,970.00			\$0.00	\$60,970.00	10/18/2021	10/18/2021
CA- CalCA Teachers	Costa, Steven J.	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	08/20/2015	01/01/2019
CA- CalCA Teachers	Counts, Ryan S.	Teacher - Secondary	59,470.00			\$0.00	\$59,470.00	08/14/2014	01/01/2019
CA- CalCA Teachers	Craig, Kristina	Teacher - Special Ed	66,959.78		Coordinator Teacher	\$2,678.39	\$69,638.17	02/11/2020	02/11/2020
CA- CalCA Teachers	Curtis, Allyson	Teacher - Advisory	72,152.37		Master Teacher	\$10,822.86	\$82,975.23	08/20/2007	01/01/2019
CA- CalCA Teachers	Daseler, Bryan C.	Teacher - Secondary	59,470.00		Specialist Teacher	\$7,136.40	\$66,606.40	04/03/2018	01/01/2019
CA- CalCA Teachers	Davis, Julia J.	Teacher - Secondary	65,470.00			\$0.00	\$65,470.00	08/18/2020	08/18/2020
CA- CalCA Teachers	Da'Vol, Courtney M.	Teacher - Secondary	61,470.00			\$0.00	\$61,470.00	01/26/2017	01/01/2019

Department	Employee Name	Job	Annual Salary	Performance Bonus	Career Ladder (other)	Career Ladder Stipend	Total Potential Comp	Seniority Date	Hire Date
CA- CalCA Teachers	De, Paromita D.	Teacher - Secondary	66,970.00			\$0.00	\$66,970.00	02/11/2013	01/01/2019
CA- CalCA Teachers	Dean, Kyrra E.	Teacher - Secondary	62,970.00		Coordinator Teacher	\$2,518.80	\$65,488.80	02/26/2018	01/01/2019
CA- CalCA Teachers	Deckert, Cara A.	Teacher - Secondary	60,970.00		Lead Teacher	\$5,487.30	\$66,457.30	08/20/2015	01/01/2019
CA- CalCA Teachers	DeLara, Joseph A.	Teacher - Special Ed	62,970.00			\$0.00	\$62,970.00	01/03/2022	01/03/2022
CA- CalCA Teachers	Dickman, Kelsey	Teacher - Secondary	61,470.00		Coordinator Teacher	\$2,458.80	\$63,928.80	01/30/2017	01/01/2019
CA- CalCA Teachers	Dlab, Ashley E.	Teacher - Secondary	59,470.00			\$0.00	\$59,470.00	08/20/2015	01/01/2019
CA- CalCA Teachers	Doss, Shannon G.	Social Worker	65,000.00			\$0.00	\$65,000.00	05/23/2022	05/23/2022
CA- CalCA Teachers	Doyle, Matthew J.	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	08/14/2014	01/01/2019
CA- CalCA Teachers	Dreifus, Ryan M.	Teacher - Secondary	61,288.13		Interim Assistant Principal	\$9,193.22	\$70,481.35	08/20/2013	01/01/2019
CA- CalCA Teachers	Duberry, Hallel	Teacher - Special Ed	63,470.00			\$0.00	\$63,470.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Duckworth, Katherine	Teacher - Special Ed	65,981.42		Coordinator Teacher	\$2,639.26	\$68,620.68	08/17/2017	01/01/2019
CA- CalCA Teachers	Duehring, Jasmin	Teacher - Secondary	62,970.00			\$0.00	\$62,970.00	08/18/2020	08/18/2020
CA- CalCA Teachers	Duguay, Meena	Teacher - Secondary	62,220.00		Lead Teacher	\$5,599.80	\$67,819.80	08/18/2021	08/18/2021
CA- CalCA Teachers	Dunker, William P.	Teacher - Secondary	65,470.00		Master Teacher	\$9,820.50	\$75,290.50	08/15/2018	01/01/2019
CA- CalCA Teachers	Dunkley, Shawn K.	Teacher - Secondary	61,970.00			\$0.00	\$61,970.00	08/21/2017	01/01/2019
CA- CalCA Teachers	Duran, Mackenzie J.	Teacher - Special Ed	62,974.88		Master Teacher	\$9,446.23	\$72,421.11	02/25/2019	02/25/2019
CA- CalCA Teachers	Dwivedi, Mukul R.	Teacher - Secondary	62,970.00			\$0.00	\$62,970.00	12/10/2013	01/01/2019
CA- CalCA Teachers	Edmisten, Alicia	Teacher - Special Ed	64,970.00			\$0.00	\$64,970.00	09/16/2020	09/16/2020
CA- CalCA Teachers	Ehrke, Mary N.	Teacher - Secondary	64,970.00		Specialist Teacher	\$7,796.40	\$72,766.40	08/20/2013	01/01/2019
CA- CalCA Teachers	Eisenrod, Melissa B.	Teacher - Elementary	62,970.00			\$0.00	\$62,970.00	09/09/2021	09/09/2021
CA- CalCA Teachers	Elizondo, Siegfried P.	Teacher - Secondary	68,970.00		Lead Teacher	\$6,207.30	\$75,177.30	08/20/2013	01/01/2019
CA- CalCA Teachers	Ellsworth, Lori	Teacher - Elementary	62,794.40			\$0.00	\$62,794.40	09/07/2021	09/07/2021
CA- CalCA Teachers	Emuge, Anyumel R.	Teacher - Secondary	67,220.00			\$0.00	\$67,220.00	10/06/2015	01/01/2019
CA- CalCA Teachers	Espalin, Nicholas J.	Teacher - Secondary	61,470.00			\$0.00	\$61,470.00	08/14/2019	08/14/2019
CA- CalCA Teachers	Eubanks, Marci G.	Teacher - Elementary	64,970.00		Coordinator Teacher	\$2,598.80	\$67,568.80	08/18/2021	08/18/2021
CA- CalCA Teachers	Eyestone, Rachel R.	Teacher - Secondary	59,470.00			\$0.00	\$59,470.00	08/17/2017	01/01/2019
CA- CalCA Teachers	Fairchild, Alyssa K.	Teacher - Advisory	63,220.00			\$0.00	\$63,220.00	01/03/2022	01/03/2022
CA- CalCA Teachers	Felias, Michael A.	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	08/18/2016	01/01/2019
CA- CalCA Teachers	Fender, Danielle	Teacher - Secondary	64,970.00			\$0.00	\$64,970.00	08/18/2020	08/18/2020
CA- CalCA Teachers	Fidalgo, Brianna E.	Teacher - Secondary	66,970.00			\$0.00	\$66,970.00	08/14/2019	08/14/2019
CA- CalCA Teachers	Fitzpatrick, Jenise K.	Teacher - Advisory	63,720.00			\$0.00	\$63,720.00	05/20/2019	05/20/2019
CA- CalCA Teachers	Folsom, Travis C.	Teacher - Secondary	63,220.00			\$0.00	\$63,220.00	02/21/2017	01/01/2019
CA- CalCA Teachers	Forrest, Alicia R.	Teacher - Special Ed	68,970.00		Coordinator Teacher	\$2,758.80	\$71,728.80	10/12/2020	10/12/2020
CA- CalCA Teachers	Fort-Seamon, Amanda P.	Teacher - Secondary	64,970.00		Lead Teacher	\$5,847.30	\$70,817.30	10/18/2017	01/01/2019
CA- CalCA Teachers	Fox, Amanda	School Psychologist	94,050.00			\$0.00	\$94,050.00	10/07/2021	10/07/2021
CA- CalCA Teachers	Frampton, Denise L.	Teacher - Elementary	59,470.00			\$0.00	\$59,470.00	08/20/2015	01/01/2019
CA- CalCA Teachers	Franks, Sarah L.	Teacher - Secondary	65,470.00			\$0.00	\$65,470.00	08/14/2019	08/14/2019
CA- CalCA Teachers	Fuller, Tiffany	Teacher - Special Ed	61,470.00			\$0.00	\$61,470.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Gamiz, Grecia A.	Teacher - Secondary	59,720.00			\$0.00	\$59,720.00	02/07/2022	02/07/2022
CA- CalCA Teachers	Gearing, Rebecca	School Counselor	75,915.85			\$0.00	\$75,915.85	08/20/2007	01/01/2019

Department	Employee Name	Job	Annual Salary	Performance Bonus	Career Ladder (other)	Career Ladder Stipend	Total Potential Comp	Seniority Date	Hire Date
CA- CalCA Teachers	Gelfuso, Christine A.	Teacher - Elementary	64,970.00		Specialist Teacher	\$7,796.40	\$72,766.40	08/11/2014	06/02/2020
CA- CalCA Teachers	George, Angela L.	Teacher - Elementary	63,470.00		Master Teacher	\$9,520.50	\$72,990.50	08/20/2013	01/01/2019
CA- CalCA Teachers	Gilbertson, Rene	Teacher - Secondary	57,470.00		Coordinator Teacher	\$2,298.80	\$59,768.80	08/18/2020	08/18/2020
CA- CalCA Teachers	Gillett, Christina R.	Teacher - Elementary	61,470.00			\$0.00	\$61,470.00	08/14/2014	01/01/2019
CA- CalCA Teachers	Gilliland, Brian	Teacher - Secondary	63,220.00			\$0.00	\$63,220.00	03/11/2019	03/11/2019
CA- CalCA Teachers	Glaze, Gina	Teacher - Special Ed	68,970.00			\$0.00	\$68,970.00	10/14/2019	10/14/2019
CA- CalCA Teachers	Gonzalez, Elizabeth K.	Teacher - Elementary	64,184.20		Lead Teacher	\$5,776.58	\$69,960.78	08/20/2015	01/01/2019
CA- CalCA Teachers	Gonzalez, Jessica M.	Teacher - Special Ed	65,382.23		Specialist Teacher	\$7,845.87	\$73,228.10	08/17/2017	01/01/2019
CA- CalCA Teachers	Gray, Michael J.	Teacher - Secondary	61,720.00			\$0.00	\$61,720.00	08/18/2016	01/01/2019
CA- CalCA Teachers	Gray, Rebecca L.	Teacher - Secondary	61,470.00			\$0.00	\$61,470.00	04/27/2015	01/01/2019
CA- CalCA Teachers	Gregory, Brittney Y.	Teacher - Secondary	60,970.00			\$0.00	\$60,970.00	08/18/2020	08/18/2020
CA- CalCA Teachers	Greif, Paige K.	Teacher - Secondary	58,970.00		Coordinator Teacher	\$2,358.80	\$61,328.80	08/18/2020	08/18/2020
CA- CalCA Teachers	Grimes, Rachel G.	Teacher - Elementary	63,652.58		Specialist Teacher	\$7,638.31	\$71,290.89	01/06/2020	01/06/2020
CA- CalCA Teachers	Guido, Catarina N.	Teacher - Secondary	58,970.00			\$0.00	\$58,970.00	09/09/2019	09/09/2019
CA- CalCA Teachers	Ha, Natalie T.	Teacher - Secondary	57,470.00			\$0.00	\$57,470.00	01/24/2022	01/24/2022
CA- CalCA Teachers	Hager, Kristen L.	Teacher - Secondary	67,470.00		Master Teacher	\$10,120.50	\$77,590.50	08/20/2013	01/01/2019
CA- CalCA Teachers	Halcomb, Kristle L.	Teacher - Elementary	62,970.00		Coordinator Teacher	\$2,518.80	\$65,488.80	08/17/2017	01/01/2019
CA- CalCA Teachers	Hall, Mindy C.	Teacher - Elementary	63,470.00			\$0.00	\$63,470.00	09/20/2021	09/20/2021
CA- CalCA Teachers	Hamilton, Casey E.	Teacher - Secondary	57,470.00			\$0.00	\$57,470.00	08/18/2020	08/18/2020
CA- CalCA Teachers	Hann, Mary E.	Teacher - Special Ed	63,470.00			\$0.00	\$63,470.00	12/09/2021	12/09/2021
CA- CalCA Teachers	Hanpanit, Shayne A.	Teacher - Secondary	57,470.00			\$0.00	\$57,470.00	02/28/2022	02/28/2022
CA- CalCA Teachers	Hardey, Rebecca J.	Teacher - Elementary	63,520.75			\$0.00	\$63,520.75	08/18/2008	01/01/2019
CA- CalCA Teachers	Harper, Kelly L.	Teacher - Elementary	57,470.00		Specialist Teacher	\$6,896.40	\$64,366.40	08/14/2019	08/14/2019
CA- CalCA Teachers	Harris, Chanel C.	Teacher - Special Ed	62,970.00		Specialist Teacher	\$7,556.40	\$70,526.40	12/02/2020	12/02/2020
CA- CalCA Teachers	Harris, Elnora M.	Teacher - Special Ed	68,970.00			\$0.00	\$68,970.00	10/08/2018	08/18/2020
CA- CalCA Teachers	Harris, Haley L.	Teacher - Secondary	61,720.00			\$0.00	\$61,720.00	08/17/2017	01/01/2019
CA- CalCA Teachers	Harris, Jessica	Teacher - Secondary	60,970.00		Coordinator Teacher	\$2,438.80	\$63,408.80	08/14/2019	08/14/2019
CA- CalCA Teachers	Hassen, Ramsey	Teacher - Secondary	64,970.00		Coordinator Teacher	\$2,598.80	\$67,568.80	02/28/2022	02/28/2022
CA- CalCA Teachers	Hastings, Rachael	Teacher - Secondary	55,470.00		Coordinator Teacher	\$2,218.80	\$57,688.80	02/19/2021	02/19/2021
CA- CalCA Teachers	Helmich, Emily	Teacher - Secondary	63,470.00		Coordinator Teacher	\$2,538.80	\$66,008.80	08/18/2021	08/18/2021
CA- CalCA Teachers	Henderson, Jennifer M.	Teacher - Secondary	70,451.65			\$0.00	\$70,451.65	01/15/2010	01/01/2019
CA- CalCA Teachers	Hendricks, Kelsey L.	Teacher - Elementary	60,970.00		Specialist Teacher	\$7,316.40	\$68,286.40	08/20/2015	01/01/2019
CA- CalCA Teachers	Hernandez, Yvonne G.	School Counselor	65,594.47		Master Teacher	\$9,839.17	\$75,433.64	11/12/2015	01/01/2019
CA- CalCA Teachers	Hewett, Tiffany L.	Teacher - Elementary	61,970.00			\$0.00	\$61,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Hickey, Amy M.	Teacher - Elementary	57,470.00		Coordinator Teacher	\$2,298.80	\$59,768.80	03/18/2019	03/18/2019
CA- CalCA Teachers	Higareda, Cortnie	Teacher - Special Ed	65,377.62			\$0.00	\$65,377.62	11/27/2017	08/18/2020
CA- CalCA Teachers	Hodge, Jesse C.	Teacher - Secondary	62,010.32		Specialist Teacher	\$7,441.24	\$69,451.56	02/21/2017	01/01/2019
CA- CalCA Teachers	Hodges, Kristin D.	Teacher - Advisory	63,720.00		Lead Teacher	\$5,734.80	\$69,454.80	08/27/2012	01/01/2019
CA- CalCA Teachers	Hoover, Kylie M.	Teacher - Elementary	56,970.00		Coordinator Teacher	\$2,278.80	\$59,248.80	08/18/2021	08/18/2021
CA- CalCA Teachers	Huerta, Veronica M.	Teacher - Elementary	64,970.00		Specialist Teacher	\$7,796.40	\$72,766.40	08/20/2015	01/01/2019

Department	Employee Name	Job	Annual Salary	Performance Bonus	Career Ladder (other)	Career Ladder Stipend	Total Potential Comp	Seniority Date	Hire Date
CA- CalCA Teachers	Hull, Felipe G.	Teacher - Secondary	61,470.00			\$0.00	\$61,470.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Hutchison, Juliane M.	Teacher - Elementary	62,970.00			\$0.00	\$62,970.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Ireland, Ally M.	Family Relationship Coord	63,888.72		Specialist Teacher	\$7,666.65	\$71,555.37	10/01/2012	01/01/2019
CA- CalCA Teachers	Israel, Gregory	Teacher - Secondary	67,970.00			\$0.00	\$67,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Jackson, Brandi D.	School Counselor	64,970.00		Coordinator Teacher	\$2,598.80	\$67,568.80	11/10/2014	01/01/2019
CA- CalCA Teachers	Jackson, Deiana	Teacher - Secondary	64,970.00			\$0.00	\$64,970.00	04/03/2017	01/01/2019
CA- CalCA Teachers	Jaimes, Hugo R.	Teacher - Secondary	61,720.00			\$0.00	\$61,720.00	08/20/2013	01/01/2019
CA- CalCA Teachers	Jaimes, Karen I.	Teacher - Secondary	61,470.00			\$0.00	\$61,470.00	11/29/2016	01/01/2019
CA- CalCA Teachers	Jimenez, Michelle	Teacher - Secondary	62,970.00		Specialist Teacher	\$7,556.40	\$70,526.40	04/23/2020	04/23/2020
CA- CalCA Teachers	Johnson, Diane P.	School Counselor	64,970.00			\$0.00	\$64,970.00	08/17/2017	01/01/2019
CA- CalCA Teachers	Johnson, Jessica M.	Teacher - Elementary	61,470.00			\$0.00	\$61,470.00	08/28/2019	08/28/2019
CA- CalCA Teachers	Kain, Jamie M.	Teacher - Special Ed	63,470.00		Master Teacher	\$9,520.50	\$72,990.50	10/19/2017	01/01/2019
CA- CalCA Teachers	Kampen, Brittany	School Counselor	62,970.00		Specialist Teacher	\$7,556.40	\$70,526.40	08/18/2020	08/18/2020
CA- CalCA Teachers	Katnic, Alexis	Teacher - Special Ed	62,970.00			\$0.00	\$62,970.00	08/23/2021	11/17/2021
CA- CalCA Teachers	Kelm, Jerri J.	Teacher - Secondary	60,970.00		Master Teacher	\$9,145.50	\$70,115.50	04/19/2018	01/01/2019
CA- CalCA Teachers	Kim, Victoria M.	Teacher - Secondary	67,470.00			\$0.00	\$67,470.00	02/11/2013	01/01/2019
CA- CalCA Teachers	Kim, Yu	Teacher - Elementary	60,970.00		Coordinator Teacher	\$2,438.80	\$63,408.80	08/18/2020	08/18/2020
CA- CalCA Teachers	King, Jason M.	Teacher - Secondary	61,720.00		Lead Teacher	\$5,554.80	\$67,274.80	08/18/2016	01/01/2019
CA- CalCA Teachers	King, Travis J.	Teacher - Secondary	61,470.00			\$0.00	\$61,470.00	08/20/2015	01/01/2019
CA- CalCA Teachers	Kinnaman, Brian	Teacher - Secondary	61,720.00			\$0.00	\$61,720.00	08/18/2020	08/18/2020
CA- CalCA Teachers	Kish, Brittney L.	Teacher - Secondary	60,970.00			\$0.00	\$60,970.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Knight, Penelope	Teacher - Special Ed	64,970.00		Coordinator Teacher	\$2,598.80	\$67,568.80	11/04/2021	11/04/2021
CA- CalCA Teachers	Kolbeck, Melissa A.	Teacher - Secondary	67,203.30			\$0.00	\$67,203.30	09/29/2017	01/01/2019
CA- CalCA Teachers	Korsich, Laura	Teacher - Secondary	60,970.00		Specialist Teacher	\$7,316.40	\$68,286.40	08/15/2018	01/01/2019
CA- CalCA Teachers	Kruper, Diana W.	Teacher - Secondary	62,970.00			\$0.00	\$62,970.00	09/21/2011	01/01/2019
CA- CalCA Teachers	Kulikov, Alexe R.	Teacher - Special Ed	68,970.00			\$0.00	\$68,970.00	10/22/2018	06/02/2020
CA- CalCA Teachers	Kwan, Carmen	School Counselor	64,970.00			\$0.00	\$64,970.00	08/17/2017	01/01/2019
CA- CalCA Teachers	Kyo, Alicia	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	01/15/2019	01/15/2019
CA- CalCA Teachers	Lansang, Franchesca	Teacher - Special Ed	51,240.00			\$0.00	\$51,240.00	06/13/2022	06/13/2022
CA- CalCA Teachers	Laredo, Stacy L.	Teacher - Elementary	57,470.00			\$0.00	\$57,470.00	09/20/2021	09/20/2021
CA- CalCA Teachers	Larsen, Analysa	Teacher - Elementary	57,470.00		Coordinator Teacher	\$2,298.80	\$59,768.80	08/18/2021	08/18/2021
CA- CalCA Teachers	LaSarge, Lisa L.	Teacher - Elementary	77,765.15			\$0.00	\$77,765.15	10/29/2013	01/01/2019
CA- CalCA Teachers	Laurenson, Melissa R.	Teacher - Elementary	64,970.00			\$0.00	\$64,970.00	08/18/2016	01/01/2019
CA- CalCA Teachers	Le, Hai X.	Teacher - Secondary	65,470.00		Coordinator Teacher	\$2,618.80	\$68,088.80	08/17/2017	01/01/2019
CA- CalCA Teachers	Leal, Brian J.	Teacher - Secondary	61,470.00		Master Teacher	\$9,220.50	\$70,690.50	10/28/2013	01/01/2019
CA- CalCA Teachers	Lee, Jonathan	Teacher - Elementary	64,970.00			\$0.00	\$64,970.00	10/22/2020	10/22/2020
CA- CalCA Teachers	Lee, Rachel	Teacher - Secondary	64,470.00			\$0.00	\$64,470.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Leu, Ashley A.	Teacher - Secondary	62,806.87		Master Teacher	\$9,421.03	\$72,227.90	08/22/2011	01/01/2019
CA- CalCA Teachers	Leung, Rita L.	Teacher - Secondary	66,970.00			\$0.00	\$66,970.00	08/16/2012	01/01/2019
CA- CalCA Teachers	Levien, Daniel J.	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	08/16/2022	08/16/2022

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CA- CalCA Teachers	Little, Shannon B.	Family Relationship Coord	62,970.00		Master Teacher	\$9,445.50	\$72,415.50	08/14/2014	01/01/2019
CA- CalCA Teachers	Lockett, Mackenzie	Teacher - Elementary	63,470.00			\$0.00	\$63,470.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Londagin, Taylor	Teacher - Secondary	55,470.00		Coordinator Teacher	\$2,218.80	\$57,688.80	08/18/2021	08/18/2021
CA- CalCA Teachers	Lopez, Steve A.	Teacher - Secondary	64,470.00			\$0.00	\$64,470.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Lopez-Fuentes, Zamequa F.	Teacher - Secondary	59,470.00			\$0.00	\$59,470.00	08/15/2018	01/01/2019
CA- CalCA Teachers	Luedtke, Kristin	Teacher - Special Ed	66,970.00			\$0.00	\$66,970.00	08/18/2020	08/18/2020
CA- CalCA Teachers	Lumbard, Karen	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	08/15/2018	01/01/2019
CA- CalCA Teachers	Luyks, Leona	School Counselor	70,868.93			\$0.00	\$70,868.93	09/08/2017	01/01/2019
CA- CalCA Teachers	Lydon, Alyson Raychel A.	Teacher - Secondary	62,970.00		Specialist Teacher	\$7,556.40	\$70,526.40	08/17/2017	01/01/2019
CA- CalCA Teachers	Macias, Kathryn L.	Teacher - Advisory	67,220.00			\$0.00	\$67,220.00	08/14/2014	01/01/2019
CA- CalCA Teachers	MacNeil, Melissa M.	Teacher - Elementary	59,470.00		Coordinator Teacher	\$2,378.80	\$61,848.80	08/17/2017	01/01/2019
CA- CalCA Teachers	Madison, Candice K.	Family Relationship Coord	66,579.21		Master Teacher	\$9,986.88	\$76,566.09	08/19/2014	01/01/2019
CA- CalCA Teachers	Magana, Lauren E.	Teacher - Secondary	64,970.00		Coordinator Teacher	\$2,598.80	\$67,568.80	08/20/2015	01/01/2019
CA- CalCA Teachers	Mancillas, Rachel	Teacher - Elementary	59,470.00			\$0.00	\$59,470.00	09/07/2021	09/07/2021
CA- CalCA Teachers	Mann, Michelle E.	Teacher - Secondary	59,470.00			\$0.00	\$59,470.00	08/17/2017	01/01/2019
CA- CalCA Teachers	Manning, Carri Anne	Teacher - Secondary	68,970.00			\$0.00	\$68,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Manning, Kyle S.	Teacher - Secondary	59,084.40			\$0.00	\$59,084.40	08/18/2021	08/18/2021
CA- CalCA Teachers	Manuel, Michael D.	Teacher - Secondary	58,970.00			\$0.00	\$58,970.00	08/15/2018	01/01/2019
CA- CalCA Teachers	Masino, Marianne	504 Coordinator	66,544.69			\$0.00	\$66,544.69	02/20/2018	01/01/2019
CA- CalCA Teachers	McCorkle, Connie D.	Teacher - Secondary	65,470.00		Coordinator Teacher	\$2,618.80	\$68,088.80	04/20/2020	04/20/2020
CA- CalCA Teachers	Meadows, Irene	Teacher - Special Ed	65,470.00		Specialist Teacher	\$7,856.40	\$73,326.40	02/18/2020	02/18/2020
CA- CalCA Teachers	Medina O'Neill, Melinda S.	Teacher - Secondary	59,720.00			\$0.00	\$59,720.00	02/25/2019	02/25/2019
CA- CalCA Teachers	Melendez, Zachary E.	Teacher - Secondary	59,470.00			\$0.00	\$59,470.00	09/07/2017	01/01/2019
CA- CalCA Teachers	Mello, Landin G.	Teacher - Secondary	62,970.00			\$0.00	\$62,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Meredith, Kristina	Teacher - Secondary	64,970.00			\$0.00	\$64,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Mesa, Marissa L.	Teacher - Elementary	63,470.00		Specialist Teacher	\$7,616.40	\$71,086.40	08/22/2011	01/01/2019
CA- CalCA Teachers	Meyers, Amy	Teacher - Secondary	59,740.00			\$0.00	\$59,740.00	06/13/2022	06/13/2022
CA- CalCA Teachers	Meza, Michael A.	Teacher - Secondary	58,970.00		Coordinator Teacher	\$2,358.80	\$61,328.80	04/02/2020	04/02/2020
CA- CalCA Teachers	Mixer, Neal	Teacher - Secondary	64,970.00			\$0.00	\$64,970.00	10/18/2021	10/18/2021
CA- CalCA Teachers	Monje, Laura K.	Teacher - Special Ed	55,740.00			\$0.00	\$55,740.00	06/13/2022	06/13/2022
CA- CalCA Teachers	Moon, Sarah	Teacher - Secondary	57,470.00			\$0.00	\$57,470.00	09/30/2019	09/30/2019
CA- CalCA Teachers	Moreno, Stephanie	Teacher - Special Ed	70,970.00			\$0.00	\$70,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Moreno, Taylor B.	Teacher - Secondary	57,470.00		Coordinator Teacher	\$2,298.80	\$59,768.80	08/18/2020	08/18/2020
CA- CalCA Teachers	Morin, Traci M.	Teacher - Secondary	67,220.00			\$0.00	\$67,220.00	11/06/2017	01/01/2019
CA- CalCA Teachers	Moua, LyChing	School Counselor	68,970.00			\$0.00	\$68,970.00	08/18/2016	01/01/2019
CA- CalCA Teachers	Murphy, Tate A.	Teacher - Secondary	59,720.00		Lead Teacher	\$5,374.80	\$65,094.80	01/29/2019	01/29/2019
CA- CalCA Teachers	Nazaroff, Danielle M.	Teacher - Secondary	64,970.00		Coordinator Teacher	\$2,598.80	\$67,568.80	12/16/2019	12/16/2019
CA- CalCA Teachers	Nejad, Shideh S.	Teacher - Elementary	63,470.00			\$0.00	\$63,470.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Nettles, Tammy T.	Teacher - Advisory	67,220.00			\$0.00	\$67,220.00	11/17/2020	11/15/2021
CA- CalCA Teachers	Nguyen, Quynh N.	Teacher - Secondary	59,470.00			\$0.00	\$59,470.00	08/23/2021	08/23/2021

Department	Employee Name	Job	Annual Salary	Performance Bonus	Career Ladder (other)	Career Ladder Stipend	Total Potential Comp	Seniority Date	Hire Date
CA- CalCA Teachers	Niboli, Candace	Teacher - Secondary	64,970.00			\$0.00	\$64,970.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Nordenfors, Helena G.	Teacher - Secondary	62,970.00			\$0.00	\$62,970.00	08/17/2017	01/01/2019
CA- CalCA Teachers	Novalis-Edwards, Rebecca	Teacher - Secondary	62,970.00			\$0.00	\$62,970.00	08/18/2020	08/18/2020
CA- CalCA Teachers	O'Bannon, Lucia	School Counselor	67,088.26			\$0.00	\$67,088.26	10/26/2016	01/01/2019
CA- CalCA Teachers	Ortiz, Sydney	Teacher - Secondary	59,720.00		Coordinator Teacher	\$2,388.80	\$62,108.80	08/18/2020	08/18/2020
CA- CalCA Teachers	Osorio, Erica N.	Teacher - Secondary	61,470.00			\$0.00	\$61,470.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Page, Carrie	Teacher - Special Ed	66,470.00			\$0.00	\$66,470.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Panaro, Scott M.	Teacher - Secondary	63,220.00			\$0.00	\$63,220.00	04/25/2016	01/01/2019
CA- CalCA Teachers	Parker, Stephanie	Teacher - Special Ed	68,970.00			\$0.00	\$68,970.00	03/03/2022	03/03/2022
CA- CalCA Teachers	Parkhurst, Tracey L.	Teacher - Secondary	64,970.00			\$0.00	\$64,970.00	08/18/2016	01/01/2019
CA- CalCA Teachers	Pena, Nancy	Teacher - Special Ed	63,970.00			\$0.00	\$63,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Perez, Josue I.	Teacher - Secondary	61,470.00			\$0.00	\$61,470.00	08/18/2020	08/18/2020
CA- CalCA Teachers	Petrocco, Maria D.	Teacher - Elementary	61,470.00			\$0.00	\$61,470.00	11/06/2013	01/01/2019
CA- CalCA Teachers	Philbrick, Erika N.	Teacher - Secondary	57,470.00			\$0.00	\$57,470.00	08/15/2018	01/01/2019
CA- CalCA Teachers	Phillinganes, Cynthia M.	Teacher - Secondary	69,123.40			\$0.00	\$69,123.40	08/14/2014	01/01/2019
CA- CalCA Teachers	Platt, Suzanne L.	Teacher - Secondary	59,720.00			\$0.00	\$59,720.00	02/06/2020	02/06/2020
CA- CalCA Teachers	Plowman, Kathryn K.	Teacher - Elementary	60,470.00			\$0.00	\$60,470.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Powell, Deidre	Teacher - Secondary	64,970.00		Coordinator Teacher	\$2,598.80	\$67,568.80	08/18/2020	08/18/2020
CA- CalCA Teachers	Prather, Michelle L.	Teacher - Elementary	55,470.00			\$0.00	\$55,470.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Probeus, Beth E.	Teacher - Advisory	66,193.66		Specialist Teacher	\$7,943.24	\$74,136.90	08/20/2015	01/01/2019
CA- CalCA Teachers	Putnam, Dana L.	Teacher - Secondary	60,970.00			\$0.00	\$60,970.00	08/14/2019	08/14/2019
CA- CalCA Teachers	Qawasmi, Abel H.	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	08/14/2014	01/01/2019
CA- CalCA Teachers	Quesada, Christine E.	Teacher - Secondary	65,220.00			\$0.00	\$65,220.00	02/07/2019	02/07/2019
CA- CalCA Teachers	Rabbon, Crystal D.	Teacher - Elementary	62,289.92			\$0.00	\$62,289.92	08/23/2010	01/01/2019
CA- CalCA Teachers	Ramos, Anthony	Teacher - Secondary	58,970.00			\$0.00	\$58,970.00	08/18/2020	08/18/2020
CA- CalCA Teachers	Rawlins, Allyson R.	Teacher - Secondary	63,016.09		Specialist Teacher	\$7,561.93	\$70,578.02	11/07/2013	01/01/2019
CA- CalCA Teachers	Ray, Brittany N.	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	11/06/2017	01/01/2019
CA- CalCA Teachers	Reish, Sean	Teacher - Secondary	57,470.00			\$0.00	\$57,470.00	08/18/2020	08/18/2020
CA- CalCA Teachers	Rempe, Sherri	Teacher - Special Ed	66,544.69			\$0.00	\$66,544.69	01/08/2018	01/01/2019
CA- CalCA Teachers	Richards, Sean D.	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	08/17/2017	01/01/2019
CA- CalCA Teachers	Rietveld, Andrew P.	Teacher - Secondary	67,470.00			\$0.00	\$67,470.00	10/11/2017	01/01/2019
CA- CalCA Teachers	Rincon, Eden	School Counselor	62,970.00			\$0.00	\$62,970.00	12/06/2021	12/06/2021
CA- CalCA Teachers	Robinson, Stephanie	Teacher - Secondary	64,970.00			\$0.00	\$64,970.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Rodriguez, Lorena	Teacher - Elementary	67,364.27		Coordinator Teacher	\$2,694.57	\$70,058.84	08/22/2011	01/01/2019
CA- CalCA Teachers	Roman, Matthew R.	Teacher - Secondary	61,220.00			\$0.00	\$61,220.00	09/03/2019	09/03/2019
CA- CalCA Teachers	Rose, Patience	Teacher - Elementary	60,970.00		Coordinator Teacher	\$2,438.80	\$63,408.80	08/18/2021	08/18/2021
CA- CalCA Teachers	Rosenthal, Sheryl	Teacher - Secondary	63,040.53		Coordinator Teacher	\$2,521.62	\$65,562.15	10/28/2020	10/28/2020
CA- CalCA Teachers	Ross, Jordyn M.	School Counselor	64,970.00		Lead Teacher	\$5,847.30	\$70,817.30	04/22/2019	04/22/2019
CA- CalCA Teachers	Rowley, Hope A.	Teacher - Elementary	63,470.00		Coordinator Teacher	\$2,538.80	\$66,008.80	08/20/2013	01/01/2019
CA- CalCA Teachers	Rudolph, Jennifer C.	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	08/18/2020	08/18/2020

Department	Employee Name	Job	Annual Salary	Performance Bonus	Career Ladder (other)	Career Ladder Stipend	Total Potential Comp	Seniority Date	Hire Date
CA- CalCA Teachers	Rushing, Michele L.	Teacher - Secondary	63,933.38		Master Teacher	\$9,590.01	\$73,523.39	08/20/2015	01/01/2019
CA- CalCA Teachers	Russo, Kelly A.	Teacher - Elementary	68,555.38			\$0.00	\$68,555.38	01/21/2014	01/01/2019
CA- CalCA Teachers	Sanchez, Caren L.	Teacher - Special Ed	67,250.29			\$0.00	\$67,250.29	11/18/2013	01/01/2019
CA- CalCA Teachers	Sanchez, Natalie A.	Teacher - Secondary	66,970.00			\$0.00	\$66,970.00	01/07/2019	01/07/2019
CA- CalCA Teachers	Sanderlin, Allison M.	Teacher - Elementary	64,970.00			\$0.00	\$64,970.00	01/08/2018	01/01/2019
CA- CalCA Teachers	Santiago, Jesse	Teacher - Special Ed	68,970.00			\$0.00	\$68,970.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Schaefer, Caitlyn C.	Teacher - Secondary	61,720.00			\$0.00	\$61,720.00	08/14/2014	01/01/2019
CA- CalCA Teachers	Schneringer, Katelynn J.	Teacher - Elementary	60,970.00		Specialist Teacher	\$7,316.40	\$68,286.40	08/15/2016	04/20/2020
CA- CalCA Teachers	Schwartz, Catherine R.	Teacher - Secondary	64,970.00		Lead Teacher	\$5,847.30	\$70,817.30	08/18/2016	01/01/2019
CA- CalCA Teachers	Sculatti, Kathryn M.	Teacher - Secondary	61,720.00			\$0.00	\$61,720.00	08/14/2014	01/01/2019
CA- CalCA Teachers	Searfoss, Julie M.	Teacher - Elementary	57,470.00			\$0.00	\$57,470.00	09/03/2019	09/03/2019
CA- CalCA Teachers	Sears, Jennifer	Teacher - Elementary	62,970.00			\$0.00	\$62,970.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Seifert, Jamia	Teacher - Special Ed	66,970.00			\$0.00	\$66,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Sepa, Katie M.	Teacher - Secondary	64,470.00			\$0.00	\$64,470.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Sepulveda, Priscilla	Teacher - Elementary	56,970.00			\$0.00	\$56,970.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Serpa, Gina M.	Family Relationship Coord	62,970.00		Coordinator Teacher	\$2,518.80	\$65,488.80	08/20/2015	01/01/2019
CA- CalCA Teachers	Serrato, Victor	Teacher - Elementary	66,470.00			\$0.00	\$66,470.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Shafer, Lisa	Teacher - Secondary	67,108.06			\$0.00	\$67,108.06	05/05/2008	01/01/2019
CA- CalCA Teachers	Sharp, Amy E.	Teacher - Secondary	67,220.00			\$0.00	\$67,220.00	08/14/2019	08/14/2019
CA- CalCA Teachers	Sharpe, Lesley C.	Teacher - Elementary	60,470.00			\$0.00	\$60,470.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Shryock, Laura	Teacher - Secondary	59,720.00			\$0.00	\$59,720.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Shubin, Luke	Teacher - Secondary	61,720.00			\$0.00	\$61,720.00	10/18/2021	10/18/2021
CA- CalCA Teachers	Sima, Robert J.	Teacher - Secondary	60,970.00			\$0.00	\$60,970.00	08/14/2019	08/14/2019
CA- CalCA Teachers	Simmons, Hollie B.	Teacher - Secondary	64,970.00			\$0.00	\$64,970.00	08/15/2018	01/01/2019
CA- CalCA Teachers	Singh, Bindy	Teacher - Special Ed	65,470.00			\$0.00	\$65,470.00	05/11/2015	01/01/2019
CA- CalCA Teachers	Sisco, Tracy J.	Teacher - Elementary	64,970.00			\$0.00	\$64,970.00	09/22/2017	01/01/2019
CA- CalCA Teachers	Skrmetti, Joshua	Teacher - Secondary	58,970.00		Coordinator Teacher	\$2,358.80	\$61,328.80	08/18/2020	08/18/2020
CA- CalCA Teachers	Slead, Evan	Teacher - Secondary	57,470.00		Lead Teacher	\$5,172.30	\$62,642.30	08/18/2021	08/18/2021
CA- CalCA Teachers	Smith, Alexander L.	Teacher - Secondary	59,242.98			\$0.00	\$59,242.98	08/18/2020	08/18/2020
CA- CalCA Teachers	Smith, Jasmine R.	Teacher - Elementary	57,470.00			\$0.00	\$57,470.00	09/30/2020	08/18/2021
CA- CalCA Teachers	Smith, Shannon L.	Teacher - Elementary	60,240.00			\$0.00	\$60,240.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Solomon, Marissa A.	Teacher - Secondary	69,788.04		Lead Teacher	\$6,280.92	\$76,068.96	11/18/2013	01/01/2019
CA- CalCA Teachers	Solomon, Matthew	Teacher - Secondary	60,470.00			\$0.00	\$60,470.00	08/07/2019	08/16/2022
CA- CalCA Teachers	Sotelo-Gomez, Vanessa	Teacher - Secondary	61,470.00			\$0.00	\$61,470.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Stanley II, Richard A.	Teacher - Special Ed	64,970.00			\$0.00	\$64,970.00	04/04/2016	01/01/2019
CA- CalCA Teachers	Stark, Shannon A.	Teacher - Advisory	61,720.00			\$0.00	\$61,720.00	02/02/2015	01/01/2019
CA- CalCA Teachers	Steinberg, Lawrence A.	Teacher - Elementary	74,717.97		Specialist Teacher	\$8,966.16	\$83,684.13	08/15/2005	01/01/2019
CA- CalCA Teachers	Stelly, Aalaneja	Teacher - Elementary	68,970.00			\$0.00	\$68,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Stewart-Wilson, Jennifer R.	Teacher - Secondary	69,723.72			\$0.00	\$69,723.72	08/30/2013	01/01/2019
CA- CalCA Teachers	Stilson, Karley A.	Teacher - Special Ed	65,470.00		Specialist Teacher	\$7,856.40	\$73,326.40	08/15/2018	01/01/2019

Department	Employee Name	Job	Annual Salary	Performance Bonus	Career Ladder (other)	Career Ladder Stipend	Total Potential Comp	Seniority Date	Hire Date
CA- CalCA Teachers	Stokey, Marie G.	504 Coordinator	58,970.00			\$0.00	\$58,970.00	11/14/2019	11/14/2019
CA- CalCA Teachers	Story, Andrea	Teacher - Elementary	60,970.00			\$0.00	\$60,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Stringer, Doreen A.	Teacher - Secondary	60,970.00		Specialist Teacher	\$7,316.40	\$68,286.40	10/03/2016	01/01/2019
CA- CalCA Teachers	Sturtevant, Jonathan M.	Teacher - Secondary	64,970.00		Specialist Teacher	\$7,796.40	\$72,766.40	11/14/2018	01/01/2019
CA- CalCA Teachers	Sulman, Sarah A.	Teacher - Elementary	55,470.00			\$0.00	\$55,470.00	11/29/2021	11/29/2021
CA- CalCA Teachers	Sutton, Philip M.	Teacher - Secondary	65,470.00			\$0.00	\$65,470.00	02/11/2015	01/01/2019
CA- CalCA Teachers	Thomas, Faith E.	School Counselor	62,970.00			\$0.00	\$62,970.00	07/09/2018	01/01/2019
CA- CalCA Teachers	Thompson, Christine L.	Teacher - Secondary	64,970.00		Coordinator Teacher	\$2,598.80	\$67,568.80	08/03/2015	01/01/2019
CA- CalCA Teachers	Thorns, Steve	Teacher - Special Ed	65,470.00			\$0.00	\$65,470.00	02/28/2022	02/28/2022
CA- CalCA Teachers	Todoroff, Ryan T.	Teacher - Secondary	78,611.09			\$0.00	\$78,611.09	11/04/2008	01/01/2019
CA- CalCA Teachers	Toner, Franchesca L.	Teacher - Elementary	59,470.00		Coordinator Teacher	\$2,378.80	\$61,848.80	08/17/2017	01/01/2019
CA- CalCA Teachers	Torline, Alexandra	Teacher - Secondary	62,490.00			\$0.00	\$62,490.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Toscano, Mildred	Teacher - Special Ed	63,470.00			\$0.00	\$63,470.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Valentine, Logan J.	Teacher - Secondary	59,470.00			\$0.00	\$59,470.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Van Bussel, Sean R.	Teacher - Secondary	60,970.00		Master Teacher	\$9,145.50	\$70,115.50	06/02/2015	01/01/2019
CA- CalCA Teachers	Van Duyn, Tanya R.	Teacher - Secondary	60,970.00			\$0.00	\$60,970.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Vela, Danielle C.	Teacher - Elementary	60,970.00			\$0.00	\$60,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Vergel de Dios, Theresa J.	Teacher - Secondary	68,878.28			\$0.00	\$68,878.28	02/02/2011	01/01/2019
CA- CalCA Teachers	Villela, Saul J.	Teacher - Secondary	65,470.00		Master Teacher	\$9,820.50	\$75,290.50	08/16/2012	01/01/2019
CA- CalCA Teachers	Vitale, Dianna	Teacher - Elementary	60,970.00			\$0.00	\$60,970.00	10/25/2021	10/25/2021
CA- CalCA Teachers	Vizzini, Heather M.	Teacher - Secondary	57,470.00			\$0.00	\$57,470.00	03/29/2021	03/29/2021
CA- CalCA Teachers	Vollebregt, Meaghan K.	Teacher - Advisory	59,720.00			\$0.00	\$59,720.00	04/20/2018	01/01/2019
CA- CalCA Teachers	Vu, Jeannette T.	Teacher - Secondary	64,970.00			\$0.00	\$64,970.00	09/12/2014	01/01/2019
CA- CalCA Teachers	Wahpepah, Kashaokiwaki	Teacher - Elementary	60,970.00			\$0.00	\$60,970.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Wang, Wally F.	Teacher - Secondary	60,482.96			\$0.00	\$60,482.96	08/17/2017	01/01/2019
CA- CalCA Teachers	Waters, Alison	Teacher - Elementary	59,970.00			\$0.00	\$59,970.00	08/16/2022	08/16/2022
CA- CalCA Teachers	West, Brittany	Teacher - Secondary	60,990.35		Master Teacher	\$9,148.55	\$70,138.90	09/25/2017	01/01/2019
CA- CalCA Teachers	Wheeler, Bonnie J.	Teacher - Secondary	68,970.00			\$0.00	\$68,970.00	10/07/2013	01/01/2019
CA- CalCA Teachers	Whitehead, Christopher R.	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	03/11/2019	03/11/2019
CA- CalCA Teachers	Whitmer, Taylor	Teacher - Secondary	65,857.38			\$0.00	\$65,857.38	08/14/2019	08/14/2019
CA- CalCA Teachers	Whyte, Jamie	Teacher - Secondary	62,970.00			\$0.00	\$62,970.00	10/18/2019	10/18/2019
CA- CalCA Teachers	Wilkes, Matthew C.	Teacher - Secondary	63,470.00			\$0.00	\$63,470.00	01/30/2017	01/01/2019
CA- CalCA Teachers	Williams, Lyndsie	Teacher - Secondary	57,740.00			\$0.00	\$57,740.00	08/16/2022	08/16/2022
CA- CalCA Teachers	Williams-Hackman, Lauren C.	Teacher - Secondary	58,970.00		Specialist Teacher	\$7,076.40	\$66,046.40	03/23/2018	01/01/2019
CA- CalCA Teachers	Willis, Scott M.	Teacher - Secondary	62,970.00			\$0.00	\$62,970.00	02/27/2017	01/01/2019
CA- CalCA Teachers	Wittenberg, Erin K.	Teacher - Elementary	57,470.00			\$0.00	\$57,470.00	08/18/2021	08/18/2021
CA- CalCA Teachers	Wittkop, Caren E.	Teacher - Elementary	62,970.00			\$0.00	\$62,970.00	08/20/2015	01/01/2019
CA- CalCA Teachers	Wolf, Marissa J.	504 Coordinator	62,315.79			\$0.00	\$62,315.79	08/22/2016	01/01/2019
CA- CalCA Teachers	Woo, Jennifer M.	Teacher - Secondary	59,470.00			\$0.00	\$59,470.00	10/08/2019	10/08/2019
CA- CalCA Teachers	Workman, Shaina E.	Teacher - Secondary	65,970.00			\$0.00	\$65,970.00	06/15/2015	08/16/2022

Department	Employee Name	Job	Annual Salary	Performance Bonus	Career Ladder (other)	Career Ladder Stipend	Total Potential Comp	Seniority Date	Hire Date
CA- CalCA Teachers	Workman, Terri L.	Teacher - Secondary	62,197.78			\$0.00	\$62,197.78	08/25/2014	01/01/2019
CA- CalCA Teachers	Wright, Annelise J.	Teacher - Secondary	61,720.00		Coordinator Teacher	\$2,468.80	\$64,188.80	10/09/2020	10/09/2020
CA- CalCA Teachers	Yi, April	Teacher - Secondary	67,156.13		Master Teacher	\$10,073.42	\$77,229.55	11/17/2011	01/01/2019
CA- CalCA Teachers	Yip, Jennifer	School Counselor	64,970.00			\$0.00	\$64,970.00	08/18/2016	01/01/2019
CA- CalCA Teachers	Zakhar, Pamela A.	Teacher - Elementary	77,413.20		Specialist Teacher	\$9,289.58	\$86,702.78	08/21/2006	01/01/2019
CA- CalCA Teachers	Zakka, Ted	Teacher - Secondary	64,970.00			\$0.00	\$64,970.00	09/09/2013	01/01/2019



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Introduction

California Connections Academy Schools

California Online Public Schools (CalOPS) is a nonprofit public benefit corporation that operates the California Connections Academy Schools. California Online Public Schools has received a tax-exempt determination as a 501(c)3 from the IRS. Any references in this handbook to “we”, “our”, “the school(s)”, “employer” “CalCA Schools” and “the organization” shall mean California Online Public Schools and the California Connections Academy Schools and programs it operates. Employees of California Connections Academy Schools are employed by California Online Public Schools. California Online Public Schools contracts with Connections Education (dba Pearson Virtual Schools K-12 USA) for certain products and services, including human resource services. Connections Education® is a leading accredited provider of high-quality; highly accountable virtual and blended education solutions for students in grade K–12.

California Connections Academy and Connections Education’s Core Mission and Values

Mission Statements

California Connections Academy Schools educate to empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students’ potential and meet the highest performance standards.

We strive to provide a work environment built upon the following cultural pillars:

- Empowerment: We believe in giving our employees the autonomy to make decisions and providing them with the tools and resources necessary to feel empowered to make those decisions
- Accountability: We believe in holding our employees accountable for their own work product and quality service.
- Anticipate Outcomes: We believe in challenging our employees to explore all possible outcomes of any given situation and to plan accordingly to proactively overcome any negative impacts.
- Reward Success: We believe in celebrating the success of our employees and recognizing their contributions.
- Rapid Response: We believe in responding to feedback quickly

Purpose of the Handbook

These policies have been prepared for all full-time and part-time employees, unless otherwise noted herein.

This handbook does not create any expressed or implied contract concerning your employment nor does it guarantee your employment for any term. It is intended to assist employees in acquainting themselves with the school, and to serve as a reference manual for information about employment policies and procedures.

The organization reserves the right to add to, suspend, delete, or modify any part of the handbook, at any time and without notice. However, employees will be kept apprised of important changes in our policies, procedures, and practices, although you may not always be notified in advance of a change or the reason for the change. Furthermore, the organization reserves the right to respond to each situation in the manner we determine will best serve the interests of fairness and responsible business management.

If you have specific questions about the interpretation or application of a particular provision of this handbook, please consult Human Resources.

The most current version of this handbook is always available in the document repository. Federal, state, or local laws prevail in the event there is a conflict with the content of this handbook.

To be effective, any agreement altering the terms and provisions of this handbook must be in writing and signed by the Vice President of Human Resources. If you sign additional agreements related to your employment, you will be required to comply with their provisions even if they are different than the information that is contained in the employee handbook.

Any individual who violates any policy in this handbook will be subject to disciplinary action, up to and including termination. After reading this handbook, you will be asked to acknowledge that you have read, understand and agree to abide by the handbook's contents.

Residency Requirements

Hiring

All employees of California Online Public Schools hired after September 1, 2022 must reside within the state of California. *The School Leader or designee may make an exception and give hiring consideration to a candidate if the candidate resides outside of California in either the Pacific or Mountain time zone.* All candidates will be hired under the stated eligibility guidelines as set forth in this handbook.

Employee Relocation

If a current employee requires relocation to a different state of residence at any time during the course of their employment with California Online Public Schools, they must first seek written approval from the School Leader or designee. Approval may be granted if the new state of residency is a state in either the Pacific or Mountain time zones. School needs will be taken into consideration upon relocation request, and relocation may only be permitted on a temporary basis (i.e. completing the school year or semester). Relocation expenses are the responsibility of the employee.

Employee Travel

All employees of California Online Public Schools must attend in-person events throughout the school year, including but not limited to:

- CalCA's Back To School event at the beginning of the school year;
- All state testing assignments within the designated testing windows as determined by the Statewide Assessment Schedule, and;
- School festivals (Beginning, Mid-Year and End-of-Year) with School Leader or designee approval.

Employees of California Online Public Schools are eligible for all mileage and travel reimbursement as described in the Expense Reimbursement section of this handbook and the organization's current Fiscal Policies and procedures.

At-Will Employment

No policy or provision in this handbook is intended to create a contract binding you or the employer to an agreement of employment for a specified period of time. Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice. No representative or agent of the employer, other than the Vice President of Human Resources, can authorize or sign an employment agreement contrary to the above terms and otherwise make any binding offer of employment for a specific term.

Job Responsibilities

Each employee is required to perform their job duties applicable to their position in a satisfactory manner. At any time, an employee may be asked to perform duties outside of the job description consistent with the culture of collaboration and teamwork within our organization. Employees are expected to perform additional duties in the same manner as listed in their job description.

Manager Responsibilities

Reporting Obligations

Any employee whose title is manager or higher and/or who supervises other employees, for purposes of this section referred to as “Management”, must follow the policies set forth within this handbook. Management MUST immediately (within twenty-four (24) hours) report complaints of harassment, discrimination or retaliation, requests for accommodations, workplace injuries and any suspected or known policy violations of any sort to the school’s designated Human Resources Partner.

Manager/Employee Relations

Management is expected to maintain appropriate and professional relationships with all employees. Managers should remain objective in all interactions with employees and should never show any preference or favoritism.

Disclosure of Confidential Employee Information

Management is prohibited from disclosing personal employee information to internal or external parties without prior approval from Human Resources and/or the School Leader. State law may mandate disclosure of select confidential information.

In addition, management is not permitted to provide reference checks and all inquiries of this type should be forwarded to Human Resources. If an employee asks management for a letter of recommendation, the letter must be routed to Human Resources for approval prior to release. Lastly, management is strictly prohibited from requesting medical documentation or a doctor’s note, these requests must come from Human Resources.

Hiring Practices

Any level of management charged with hiring must comply with the Equal Employment Opportunity policy. Please refer to the myLearning portal for further information.

Additionally, a manager who has a personal or professional relationship with an applicant for employment must disclose this relationship to Human Resources in writing at the outset of the hiring process. In order to maintain objectivity in hiring decisions, it may be necessary for the manager to be excused from the interview process. Specifically, if a manager is making any decisions related to qualifications of an applicant which they have a personal or professional relationship with, it is imperative that Human Resources is involved in discussions with the applicant.

Outside Employment

Outside employment is additional employment for which compensation is paid by a third-party source. This employment must not interfere with job performance or interfere with an assigned work schedule or occur during an employee’s standard school work hours. Please contact your manager if you have any questions pertaining to your standard school work hours. Outside employment should be consistent with generally accepted activities for an educational institution and may not be conducted on our property nor use our property or resources.

Required Employee Training Programs

We value our employees and strive to prepare them for a long and successful career by offering a well-rounded training program. As a result, there are several optional and mandatory training courses available. All mandatory training must be completed in the timeframe established. Employees who need an extension should work with their manager in conjunction with Human Resources to have the request for an extension approved.

Employees should expect to take training including, but not limited to, suicide prevention, child abuse, and cyberbullying as mandated by state laws.

Termination of Employment

- **Notice and Severance:** We request that employees who plan to resign notify their manager in writing at least two (2) working weeks prior to their last day. For Management employees, three (3) weeks of notice is requested. Vacation and other forms of leave are not to be used during the notice period. The purpose for advance notice is to provide for an orderly transition of duties in a professional manner. The right to work through the end of a notice period is at our discretion.
- **Last Pay and Payout of Earned Leave:** Employees who resign or are terminated will be paid through the last day worked, including any overtime worked. Employees will be paid for unused vacation leave according to the terms of the Vacation policy. Medical, dental, and vision benefits end on the last day of the month in which the employee has terminated employment.
- **Return of Property and Equipment:** As provided in the Property and Equipment policy, an employee must return any of these items in their possession no later than the last regular day of employment. If an employee fails to return the organization's property, they may be billed for the value of any property and equipment issued and not returned in working condition equivalent to when it was received, excluding normal wear and depreciation.
- **Continuation of Benefits.** The Consolidated Omnibus Budget Reconciliation Act (COBRA) allows eligible employees to extend health insurance for up to eighteen (18) months (at their own expense) following termination of employment. Additional information about COBRA is provided in the Employee Benefits Guide.
- **Exit Interviews:** In instances where an employee voluntarily leaves, we would like to discuss the reasons for leaving and any other feedback. All information will be kept confidential to the extent possible.

Equal Employment Opportunity, Hiring, and Transfer Policies

Equal Opportunity Policy

The principles of equal employment opportunity are vital to our success. These principles extend to all aspects of employment including recruitment, hiring, assignment, training, compensation, benefits, terminations, educational assistance, social and recreational programs, promotions, and transfers. We are committed to creating and fostering a work environment free from unlawful discrimination, harassment and retaliation and one in which decisions and terms of employment are not based in any way on race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks and twists), religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

Responsibilities

Continued success in equal employment opportunity depends not only on the commitment and involvement of those directly responsible for the implementation but also on the dedication of all employees. Assuring equal employment opportunity is a fundamental and direct responsibility of all levels of management. All managers and supervisory personnel are responsible for making a personal commitment to practice and enforce the principles of this policy, including the following:

- Recruit, hire, train, promote, transfer, and provide opportunities without regard to any consideration made unlawful by federal, state, or local laws, ordinances, or regulations, or the perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics;
- Ensure that promotion decisions are made in accordance with equal employment opportunity requirements by imposing only valid, job-related requirements for promotional opportunities; and
- Ensure that all personnel actions relating to compensation, benefits, transfers, terminations, layoffs, training and education assistance are administered in a nondiscriminatory manner.

This policy applies to all employees, supervisors, or managers, at any level.

Any manager or supervisor who becomes aware of allegations of unlawful discrimination or harassment must bring the allegations to the attention of their manager or Human Resources.

Unlawful Harassment

The organization will not tolerate any form of harassment based on any protected characteristic or other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. This policy applies in the workplace or in any work-related settings, such as school trips, conferences, or school-related social events. The organization expects employees to conduct themselves in a professional manner in the workplace and at any other time they are representing the school. Such conduct is essential to promote quality work, and to ensure an environment free of discrimination.

This policy protects all employees of the organization as well as interns, volunteers, and potential employees (applicants). All employees of the organization are required to abide by this policy, regardless of position or

status, including supervisors, management, and co-workers. In addition, this policy prohibits unlawful harassment by any third parties. The organization will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees, including parents, vendors, contractors, and suppliers, who have workplace contact with our employees.

Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected characteristics:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) (“hostile work environment” harassment).
- Disrespectful or unprofessional conduct based on any of the protected characteristics listed above (“hostile work environment” harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual (“hostile work environment” harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, social media, instant messages, e-mails, letters, pictures, or gifts (“hostile work environment” harassment).
- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of any protected basis (“hostile work environment” harassment).
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors (“quid pro quo” harassment).
- Sexually harassing conduct does not need to be motivated by sexual desire and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

Retaliation

The organization prohibits retaliation against any employee because of the employee’s opposition to a practice or conduct the employee reasonably believes to be unlawful or because of the employee’s lawfully protected participation in an investigation or proceeding or otherwise protected activity. Any retaliatory adverse action because of such opposition or participation may be unlawful and will not be tolerated.

If you believe you have been subjected to retaliation, please follow the complaint procedure outlined below.

Internal Complaint Procedures

If an employee believes they have been unlawfully discriminated against or harassed, they should immediately inform their manager. If the employee believes their manager is the source of the problem or is uncomfortable with this approach for any reason whatsoever, they should contact the school’s designated Human Resources Partner. All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously.

If a manager learns that an employee is suffering potentially harassing behavior, the manager must act expediently to ensure that the harassing behavior is investigated, and if necessary, promptly stopped. All managers are responsible for preventing employees from being subjected to harassment, and for reporting any complaint or incident of harassment to Human Resources immediately and at the very least within twenty-four (24) hours using the above outlined procedures. If an incident is not reported, but a manager is aware of potential harassment, this must also be reported immediately and at the very least within twenty-four (24) hours to Human Resources.

Managers and supervisors must immediately report any allegations of harassment, even if the allegations are against the individual required to report the allegations. Managers have a legal duty to report harassing behavior, even if the complaining employee requests that the matter be kept confidential. The matter will be kept as private as possible, and the employee will be protected from retaliation. Managers and supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Managers should follow up with the employee periodically during the investigative process, as well as after the investigation has been completed, to ensure that they are not experiencing retaliation or further harassment.

Complaints will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated and handled promptly, impartially, and appropriately. The organization's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors.

If an employee perceives someone to be acting in a way inconsistent with the Code of Conduct, including complaints about the violation of this policy, do not hesitate to report it to the Human Resources Department.

If the organization determines that violations have occurred, the organization will take appropriate corrective action in accordance with the circumstances involved, including appropriate action to deter future conduct. Examples of potential corrective action include, but are not limited to, written or verbal disciplinary action, suspension, reassignment, demotion, or termination, among others. In addition, the offending individual may be legally liable for his or her conduct, depending on the circumstances. Due to privacy protections, the organization is not able to fully disclose its entire decision regarding corrective action to the complainant.

Retaliation for bringing a good faith complaint forward or for participating in an investigation under this policy will not be tolerated. Any employee that violates this policy or makes a false or malicious complaint of sexual harassment, regardless of position at the school, will be subject to discipline, up to and including termination.

Please reference the document repository for contact information to report a concern to Human Resources.

Training Requirements

The School requires all employees to abide by applicable federal and state training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

Required Documentation

Except as otherwise provided, any required documentation or forms, either paper or electronic, must be completed and returned to Human Resources within three (3) business days of the first date of employment. Required documentation may vary depending on the employee's position, or the state in which the employee works or lives. If it is found after employment begins that any information provided on the application was false or misleading, or that information that could be detrimental to the school was withheld during the interview and/or hiring process, employment may be terminated.

Proof of U.S. Citizenship and/or Right to Work

Federal regulations require that within three (3) business days of the first date of employment, all employees must complete and sign Federal Form I-9 Employment Eligibility Verification Form and must present documents of identity and eligibility to work in the United States. Additionally, some states may require E-verification.

Reference and Criminal Background Check Policy

Offers of employment are contingent upon satisfactory reference and criminal background checks including receipt of fingerprint clearances, consistent with legal requirements.

Educational Credentials

Some employees, as a condition of employment, must maintain and provide proof of a valid credential as required for the employee's position. It is the employee's responsibility to be aware of the expiration date(s) associated with such credentials and to take steps to renew credentials as needed. Compliance Services will monitor the expiration of such credentials and provide employees with any notice required by federal or state law or regulation of such expiration.

Failure to maintain and/or renew required credentials may result in disciplinary action, up to and including unpaid leave, suspension or termination. School employees should reach out to their manager or Human Resources with any questions on required credentials.

Noncompliance with this policy could result in unpaid suspension beginning the day after the expiration date of your credential(s). If after thirty (30) days of unpaid suspension you have not submitted the required credentials, your employment could be terminated.

Tuberculosis Testing

No person shall be initially employed by the school unless they provide proof of having submitted to a tuberculosis (TB) risk assessment within the past 60 days and that no risk factors have been identified. If TB risk factors are identified, or as an alternative to the assessment, the applicant must submit proof that a qualified professional has determined they are free of infectious TB following testing and examination. The examination, if required, shall consist of an approved intra-dermal tuberculin test that, if positive, shall be followed by an X-ray of the lungs. Each employee shall be on file with the school a certificate from a qualified professional showing the employee was assessed or examined and found free of risk factors or of infectious TB (as applicable). A person who transfers employment from another school can meet these requirements by providing a certificate from a qualified professional, or a verification from the prior school employer, that shows they are found to be free of infectious TB within 60 days of initial hire.

An employee who has no identified risk factors or who tests negative for TB shall undergo the TB risk assessment and, if risk factors are identified, the examination, at least once every four (4) years or more often if recommended by the local health officer.

As the risk assessment, and examination, if necessary, is a condition of initial employment, new employees are responsible for associated costs. The school shall reimburse current employees for the cost, if any, of the tuberculosis risk assessment and the examination.

Internal Applications, Promotions, and Transfers

Internal Applications

The organization is committed to posting job opportunities as they become available. Internal and external recruitment may occur simultaneously or separately.

As with external hiring, equal consideration for internal transfer or promotion is given to all who apply in accordance with the Equal Opportunity Policy. Additional consideration may be granted to internal applicants dependent upon their duration of service with the organization.

Eligibility

Generally, employees should be in their current position for at least one (1) full school year before applying for another internal position.

In addition to the time in their current position, an employee must satisfy all the minimum requirements listed on the job posting and must meet current performance expectations. Additionally, employees must not have had disciplinary action against them within the current school year.

Timing

For schools to adequately serve student needs, an employee is generally prevented from transferring positions at any time during the school year. Transfers typically occur at the beginning of a new school year.

It is important to maintain continuity in service to our students. Management has discretion in these decisions as they are empowered to determine what best suits the student's needs.

Effective dates for transfers or promotions must occur at the beginning of a pay period. A transfer or promotion should occur within four (4) to six (6) weeks after the acceptance of a new position. The current manager will have the ability to indicate if the standard transition time will not be sufficient.

Exceptions to Eligibility Requirements

The minimum service requirement is waived for transfers and promotions occurring within the same department. Employees transferring from a part-time to full-time position may also be waived from the minimum service requirement based on organizational need.

If an employee is a unique fit for an internal transfer based on skills, expertise and performance, as determined by management in coordination with Human Resources, or there is a specific need/urgency, an exception may be made.

Procedure

If an employee desires to pursue a different position in the school, the employee should submit an Internal Application (available on the Virtual Library) to Human Resources via an Issue Aware ticket. The employee must first send the Issue Aware ticket to his or her current manager to confirm notification of his or her intent to interview for another opportunity prior to interviewing with the hiring manager. The current manager will generally indicate in the Issue Aware ticket whether the standard transition period noted above is sufficient or insufficient due to business needs and if insufficient, must indicate what time frame is needed. The current manager should then send the Issue Aware ticket to Human Resources. A Human Resources representative will assign the Issue Aware ticket to the hiring manager.

Filing the Position

Before making an offer, the hiring manager will typically review the candidate's performance documentation with Human Resources and may discuss the candidate's work performance with the candidate's current manager. Human Resources will review the employee's personnel file. If the candidate is selected for the position, the hiring manager will generally contact the employee's current manager prior to the conveyance of the offer to discuss the timing of the transition. Discussions or negotiations of details such as salary, grade, title and timing of transfer are coordinated by Human Resources. The managers will decide on a mutually agreeable transition date which will typically be within four (4) to six (6) weeks from the date of acceptance of the offer, unless business needs dictate otherwise. Human Resources will provide transferees with written confirmation of their new position, salary, job title and reporting relationship.

Employees offered a position through an internal job posting should accept or decline the position within three (3) working days.

Lateral moves in and of themselves are not appropriate rationale for salary increases (including one-time bonuses and special payments, which are not permitted in lateral transfers). The only permissible rationale is when the competitive pay rates for the new job have been found to be significantly higher than the previous job. All salary actions must be discussed with and approved by Human Resources in advance of communication with the employee. Monetary counter-offers by the employee's current department will not be permitted.

Familial and Personal Relationships Between Employees

Unless approved as set forth below, any employee involved in a non-work-related personal or romantic relationship with another employee should not be the manager or have perceived or actual influence or authority over the career advancement, compensation, or performance appraisal of the other. A non-work-related relationship is defined as a family relationship including a spouse, former spouse, parent, child, brother, sister, aunt, uncle, niece, nephew, cousin, in-law (brother, sister, father, mother, son, daughter), domestic partner, shared custodial responsibilities, or a romantic relationship, an external business relationship, or any other relationship that could create the potential for a conflict of interest in the workplace.

Exceptions to this policy must be approved by the Vice President of Human Resources and/or the School Leader or their designee. If there is a question concerning if a relationship constitutes a conflict of interest, please contact Human Resources.

Staff with Children Enrolled in a Connections Academy School

Communication Tools

Employees who have children enrolled in a Connections Academy school may not use instant messaging systems or other forms of communication that are not available to other families when communicating with their children's instructors. Employees should communicate with their children's instructors through the methods available to all Learning Coaches as indicated in the School Handbook.

Keeping the methods of communication separate for the Learning Coach role ensures proper tracking of parent and instructor communications to maintain a clear process for parent and student feedback, questions, and for school staff to best address parent concerns.

Confidential Information

Access granted in the Education Management System is to be used solely for the purposes of performing tasks related to the employee's position and should not be used to access data related to their child(ren) or for any purpose outside of their job duties.

Compensation, Wage, Hour, and Benefits Policies

Categories of Employment

- **Regular Full-Time:** A regular full-time employee is an employee who is regularly scheduled to work at least thirty (30) hours per week. Teachers are considered full-time employees even if they are not scheduled to work during the summer or other school holidays. There are two (2) types of regular full-time employees.
 - **School Administrative Employee:** A school administrative employee is a regular full-time employee who works on a twelve (12) month basis.
 - **School Non-Administrative Employee:** A school non-administrative employee is a regular full-time employee who works on a ten (10) month school calendar.
- **Regular Part-Time:** A regular part-time employee is an employee who is regularly scheduled to work fewer than thirty (30) hours per week.
- **Temporary:** A temporary employee is on the payroll but is expected to be employed for a specific period of time. Temporary employees are not eligible for benefits, unless required by applicable law.
- **Term of Project:** A Term of Project employee is an employee hired for the purpose of working on a specific, defined-term project. Employment will terminate when the project is completed. A Term of Project employee could be full-time or part-time and can be a school administrative or school non-administrative employee classification. In certain limited, extraordinary situations, the Term of Project assignment can be extended for added periods of time. Term of project employees are not eligible for incentive compensation.

Employee Classification

- **Exempt:** Exempt employees are those employees who exercise the requisite degree of discretion and independent judgment and perform certain administrative, professional, and/or executive duties pursuant to the Fair Labor Standards Act (FLSA) and applicable state laws. These employees are typically paid on a salaried basis for carrying out their position responsibilities regardless of the hours worked. Exempt employees are not eligible for and will not be paid overtime pay.
- **Non-Exempt:** Non-exempt employees are those employees who, regardless of title or function, are eligible for overtime pay, in accordance with applicable law. Non-exempt employees must take meal and rest periods as described herein. Part-time teachers who do not qualify as exempt will be classified as non-exempt and will be paid on an hourly basis.

Workday and Workweek

For purposes of calculating overtime, the School's standard workweek begins on Monday at 12:01 a.m. and ends on Sunday at 12:00 a.m. (midnight). The School's standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day.

Overtime

Unless otherwise required by law, non-exempt employees are paid one and one-half times their regular hourly rate for hours worked in excess of eight (8) hours per workday or over forty (40) hours per work week. Employees are compensated only for hours worked. All non-exempt employees are required to obtain approval from their manager prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. Overtime compensation will be paid in accordance with all state and federal laws. Exempt employees are not entitled to overtime.

Paydays/Paychecks

Employees are paid semi-monthly on the fifteenth (15th) and the final day of each month if the pay date falls on a Saturday or Sunday, employees will be paid the Friday before the fifteenth (15th) or final day of each month. Advances in pay are not permitted. Employees will have their compensation payments spread over twenty-four (24) payments, except where state statutes or regulations require otherwise.

In accordance with the law, all mandatory federal, state, local, and other deductions will be withheld from an employee's semi-monthly pay.

Payroll information must be submitted by the established due date for timely processing. These due dates are listed on the Payroll Calendar which is available in the document repository. If changes to payroll information are received after the established due date, they will be processed during the next scheduled pay period.

Non-Exempt/Hourly Employees

Hourly employees are paid for hours worked in a pay period within seven (7) calendar days after the close of that pay period.

Hourly employees are required to record start/end time and meal breaks on a daily basis on a timesheet. Hourly employees are also responsible for reporting accurate hours on their timesheets. Falsification of timesheet hours is strictly prohibited. Employees must submit their timesheet to their immediate manager for approval of hours worked.

Ten-Month Staff Pay Structures

Exempt Ten-Month Staff Pay Structure

Exempt ten-month employees' annual salaries will be paid over a twelve-month period, to include pay during the summer months. Employees will continue to receive normal payments for a twelve month period. STRS benefits, however, will be deducted during the 10 month period (or portion thereof) the employee works in the applicable school year.

If a ten (10)-month exempt employee does not work the entire school year their pay will be prorated based on time actually worked. Normal deductions for taxes and benefits will reduce this gross amount.

Non-Exempt Ten-Month Staff Pay Structure

Non-exempt ten-month employees are paid based on hours worked. Therefore, they receive pay only during the ten (10)- month period in which they perform work.

Merit Increases

For all exempt and non-exempt ten-month employees eligible for merit increases, the merit increase eligibility amount in the first year of employment is prorated based on the time of year in which the employee is hired.

Hired July 1 – September 30: eligible for 100% of the merit increase pool

Hired October 1 – December 31: eligible for 75% of the merit increase pool

Hired January 1 – March 31: eligible for 50% of the merit increase pool

Hired April 1 or after: Not eligible for a merit increase in the year in which hired

Employees who are on a leave of absence on the date merit increases are scheduled to take effect, will not receive their merit increase until they return to work.

Expense Reimbursement

The organization's policy is to reimburse its employees for all necessary expenditures or losses incurred in direct consequence of the discharge of their duties.

Mileage Reimbursement

Staff members required to travel for business purposes (such as state testing and field trips) are eligible for mileage reimbursement at the current reimbursement rate established by the IRS. Staff requesting reimbursement are required to maintain a detailed record of miles driven during the scope and course of their work duties. Commuting to and from the office is not eligible for reimbursement.

Work from Home Stipend

In order to provide expense reimbursement for potential out of pocket costs incurred while working from home, California Online Public Schools will provide a monthly Work from Home Stipend payment to full time staff members who work 100% of their time from home (UltiPro work location: HOME) CalOPS employees are provided with equipment to work from home, but the organization recognizes that some costs may be incurred, including the use of the internet during work hours. This stipend is intended to replace the need for employees to submit receipts for work from home expenses and is calculated using an average cost of pro-rated internet services throughout various regions in California, plus additional funds for minor out of pocket expenses. The stipend is not designed to cover the full cost of an employee's internet service. The amount of the Work from Home Stipend will be determined annually and will be updated as needed based on research into average costs incurred. The stipend will be divided evenly across all paychecks for each fiscal year. If an employee believes they are entitled to an additional amount to cover work from home costs, they should contact Human Resources.

Employees will be reimbursed for certain reasonable and approved business related travel expenses. Manager's authorization is required prior to incurring the expense. To be reimbursed for authorized expenses, submit an approved expense report along with appropriate supporting documentation within thirty (30) days of incurring the expense according to the school's policies and procedures. Please review related materials on the document repository.

Non-Exempt Employee Travel Policy

Some non-exempt positions require occasional travel within the United States. Employees in positions classified as non- exempt are eligible for compensation for the time they spend traveling outside of their normal work hours, to be paid at the employee's regular rate of pay. Time worked while traveling includes all necessary, non-personal time spent in transit from your home to your work destination, excluding your assigned home office, if any.

Tracking and Reporting Travel Time

Employees are responsible for accurately tracking, calculating, and reporting travel time in accordance with this policy.

Meal breaks should be deducted from all travel time. If an employee requests a specific travel itinerary or mode of transportation that is different from the one authorized, only the estimated travel time associated with the schedule, route and mode of transportation authorized should be reported.

Social Security

You may be required by law to contribute a set amount of your wages to Social Security and Medicare. The organization contributes as required by law. Some employees may be exempt from contributing to Social Security because of their participation in STRS.

Workers' Compensation

Consistent with federal and state law, workers' compensation insurance coverage is provided for all employees who become injured while on the job.

Reporting a Workplace Injury

- **Report Your Injury Immediately:** Notify your manager of any work-related injury or illness. It is your manager's responsibility to notify Human Resources. A written report on the injury or illness must be provided to Human Resources within twenty-four (24) hours after the event. The organization will notify the workers' compensation insurance carrier. Human Resources will be responsible for submitting all paperwork to the workers' compensation insurance carrier.
- **Medical Care:** If the injury requires first-aid treatment, you should use the first-aid kit located in each office. If the injury is serious, or you wish to seek further medical treatment, paramedic services may be called, or you can go to an urgent care facility. If you feel that immediate medical treatment is not necessary and prefer to see your private physician, you may do so at your discretion.
- **Disability Income:** If your doctor states you are unable to return to work for a certain length of time, you may be entitled to receive worker's compensation pay. In those serious cases requiring extended absence(s) from work, it is your obligation to keep your Human Resources Partner informed of your status.

Work Hours

Teachers and some other school staff work approximately ten (10) months per year as outlined in the school calendar, which contains a minimum of 195 workdays. The standard work hours for all school-based employees are established by the School Leader and are noted accordingly in the School Handbook for parents and students. The support staff must also be made aware of the approved schedule. The standard work hours are established as the hours in which teachers are expected to be available to families. As professional, exempt employees, teachers and administrators should expect their actual working hours to be determined by the amount of time required to complete the job.

Unless otherwise noted in the offer letter, both exempt and non-exempt full time employees are expected to work a minimum of forty (40) hours per week. Exempt and non-exempt employees may periodically request an adjustment to their standard work schedule. Non-exempt employees may use Paid Time Off for schedule adjustments that exceed eight (8) hour workdays, make-up time (see immediate section below) or obtain manager approval for overtime. Prior to any adjustment being made, the employee must gain manager approval. If an employee obtains approval to leave work early or to come in late, their time should be made up within the same workweek as the approved time away from work.

Make-up Time Policy

Non-exempt employees may request approval to miss scheduled work due to personal obligations and make-up the time missed on another day in the same workweek. The employee must submit a request in writing to their manager for each occasion the employee seeks to make-up time. To qualify for approval the make-up time must, at a minimum, not cause the employee to work more than eleven (11) hours in any workday or more than forty (40) hours in a workweek. Such requests may be granted at the manager's sole discretion. If granted, make-up time under this policy will be compensated at the employee's hourly rate.

Attendance

Each employee has a primary work location and work schedule for the purposes of this policy.

An employee is responsible for being on time as defined by their manager and the needs of the school. Employees are responsible for submitting a leave request for any absence as required by Human Resources. All leave requests must be made in minimum increments of two (2) hours.

Employees must call their manager each day they will be absent or late and must gain manager approval to leave work early. Notifying a fellow employee is not sufficient. If you are unable to make the contact yourself because of illness, emergency, or for some other reason, you must have someone make the contact on your behalf. This is only proper if you are completely unable to make contact yourself.

The school holds certain events that must be attended by employees in person throughout the year. Attendance at these events is mandatory, and if an employee must be absent or cannot attend in person, they must have a valid reason pre-approved by their employee's manager. If absences at these mandatory events exceed 50% of the scheduled events during any school year, regardless of the reason for the absence, disciplinary action may be taken against the employee.

Absence

If you are absent five (5) or more successive days because of illness, you may be required to provide written documentation from a doctor that you are able to resume normal work duties before you are allowed to return to work. These absences may be designated as family/medical leave depending on the circumstances.

Absence from work for three (3) successive days without notifying your manager or Human Resources will be considered a voluntary resignation. In general, five (5) unexcused absences in a ninety (90) day period, or a consistent pattern of absence, except as allowed by law, will be considered excessive, and the reasons for the absences may come under question.

Punctuality

Tardiness or leaving early, without permission from your manager, can be detrimental to the school. Three (3) such incidents in a ninety (90) day period will be considered a "tardiness pattern" and will carry the same weight as an unexcused absence. Other factors, like the degree of lateness, may be considered.

Meal and Rest Breaks

In accordance with applicable law, the organization provides a thirty (30) minute unpaid meal break to non-exempt employees who work more than five (5) hours per day unless the total work period for the day is six (6) hours and the meal period is waived in writing by mutual consent between the school and the employee. If a non-exempt employee works a period of more than ten (10) hours, they are required to have a second meal break of thirty (30) minutes unless the total work period is twelve (12) hours and the meal period is waived in writing by mutual consent of the school AND the employee did not waive the first meal break. Non-exempt employees must record the beginning and end time of each meal break.

Non-exempt employees are required to take a paid ten (10) minute rest break for every four (4) hours worked or major fraction thereof. Whenever practicable, non-exempt employees should take their rest periods near the middle of each four-hour work period.

Any employee who misses a meal or rest break or who experiences a late, short, or interrupted meal break—for any reason—must immediately report this issue to their manager in writing and provide an explanation for the non-compliant meal or rest break. The employee must make this report on the same workday that they experienced the non-compliant meal or rest break.

Failure to comply with this policy regarding meal and/or rest breaks may lead to discipline, up to and including termination.

Lactation Breaks

Employees working at a physical site in California have the right to reasonable time and access to a private area during the workday to express milk, as set forth below.

Employees may use their meal and/or rest periods for the purpose of expressing breast milk. If required, a reasonable amount of additional time will be provided. Such additional time will be unpaid.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements not to be a bathroom; be free from intrusion; be shielded from view; be safe, clean and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices including but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

Please contact Human Resources for assistance. The School will respond accordingly, generally within two (2) business days.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on their website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

Office Closure

In the event that the school's office(s) must unexpectedly close (such as hazardous weather conditions or a widespread health crisis) an email notice will be sent from the school to all employees explaining the details of the office closure. The school will also record a voicemail message announcing the details of the office closure on the school's voicemail system.

If you have permission to work from home as home-based employee on a regular or occasional basis, you will be expected to work a full day regardless of whether the office is open or closed. Any employee with such permission is expected to work at full capacity to the best of their ability. The organization understands that depending on the situation, you may not be able to work from home at your usual capacity for reasons specific to the situation (i.e. having children home from school).

Since employees are provided with a web-based Education Management System (EMS) and remote access capability, there may be an opportunity for office-based employees to also work from home. The ability to work from home will be determined by your manager on an individual basis for each day in question.

For all other employees, please follow your school's policy or contact your manager to determine work expectations during office closures. Typically, the school's teachers can work from an alternate location, and are available for families via email and an alternate phone number. More specific details about teacher support will be provided in the email message.

If the office is open and you decide not to attempt to come to work due to inclement weather, you must contact your manager in accordance with your school's call out policy/procedure. Please make sure you have accurate contact information for your manager.

Compensation During an Emergency Office Closure

If an employee is expected or requested to work from home, that employee will receive standard compensation for hours worked. If an employee who is expected or requested to work from home is unable to work because of exigent circumstances, the employee must use paid time off or take the time unpaid. Exempt employees who have no accrued paid time off will be paid for any week in which they perform any work.

During a partial-day office closure due to an emergency, employees without work at home privileges are not expected to work during the time period of the closure and would not be required to use paid time off and would be compensated for the duration of the partial-closure.

Employee Health Benefits

All available employee benefits are described in the Employee Benefits Guide. The most up to date version of the Employee Benefits Guide is located on the document repository.

Leave Benefits

Leave benefits can be found on the Virtual Library under [Paid Time Off & Other Leave Benefits for California Staff](#).

- Paid time off: Holidays, Vacation, Sick Personal Leave
- Bereavement Leave
- Jury Duty Leave
- Leave for a Legal Proceeding
- Military & Military Spouse Leave
- Emergency Duty
- Civil Air Patrol Leave
- Leave for Crime Victims and Their Family Members
- Time Off for Voting
- Suspended Pupil/Child
- School and Daycare Leave
- Rights for Victims of Crime and Abuse
- Adult Literacy Leave
- Alcohol and Drug Rehabilitation Leave
- Leave for Bone Marrow and Organ Donors
- Compensatory Time
- FMLA & CFRA
- Pregnancy Disability Leave
- Unpaid Leave of Absence

Performance and Disciplinary Action Policies

Employee Performance Management

Performance refers to work performance, attendance and punctuality, conduct, and compliance with policies and procedures. Employee performance is the key to achieving school results and organizational productivity. Informal and formal performance feedback tools are utilized to assist employees in developing high levels of performance.

Employees receive a performance review in advance of their salary review date. Performance reviews are conducted annually at the end of the school year and may also be conducted mid-year, usually in December or January. Employees also receive periodic feedback both formally and informally from their manager. This feedback may be written or verbal.

Based on those reviews and other factors (e.g., position level, general market condition, internal equity, the school's overall performance and merit increase pool, etc.), employees may be eligible for a merit increase. All salary increases must be reviewed and approved by two (2) levels in the organization and by Human Resources. A performance review does not guarantee an increase in salary or promotion. Salary increases or other incentive payments, if any, are solely within the school's discretion.

Given that salary reviews are performed on a "common review date," an employee's first merit increase is prorated based on their start date.

Merit increases for ten (10) month employees are prorated based on date of hire in the first year of employment.

For all exempt and non-exempt ten (10)-month employees eligible for merit increases, the merit increase eligibility amount in the first year of employment is prorated based on the time of year in which the employee is hired.

Hired July 1 – September 30: eligible for 100% of the School's annual designated merit increase

Hired October 1 – December 31: eligible for 75% of the designated merit increase

Hired January 1 – March 31: eligible for 50% of the designated merit increase

Hired April 1 or after: Not eligible for a merit increase in the year in which hired

Disciplinary Process

Employees are expected to meet certain standards of work performance and conduct. These include, but are not limited to, those outlined in this handbook as well as in the employee's job description. Employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process.

The nature of the discipline, up to and including immediate termination of employment, will depend upon the employee's conduct and the relevant circumstances. It is not a guarantee of continued employment to be placed on an improvement plan as part of the disciplinary process. Employees are expected to meet their performance obligations daily. Certain cases involving serious policy violations warrant a written warning with probationary status. This type of disciplinary action carries a contingency stating any further violations of policy or unacceptable performance or behavior will be grounds for termination.

This disciplinary process does not alter the organization's policy of at-will employment. Both the school and school employees retain the right to terminate the employment relationship at any time, with or without reason or advance notice.

Workplace Conduct Policies

Standards of Conduct

To provide employees with comfortable and safe working conditions, the organization maintains standards of professional behavior that all employees must follow. Although it is impossible to identify every possible example of prohibited conduct, the following is a **partial** list of infractions that may result in disciplinary action, up to and including termination of employment.

- Perpetrating fraud against the organization, its schools, and/or Connections, affiliated entities or persons
- Theft, misappropriation, unauthorized possession, use /removal of organization, school or Connections property
- Carrying weapons or explosives, violating any criminal law while on school property or on school business
- Fighting or otherwise threatening, intimidating, coercing, or interfering with managers, co-workers, or guests
- Sleeping during working hours
- Gambling or other immoral or disorderly conduct while on school property or on school business
- A pattern of chronic or excessive absenteeism, tardiness, leaving work early, or any other violation of the attendance policy
- Failure to properly notify an absence
- Failure to satisfactorily perform job duties, including insubordination or refusal to comply with instructions
- Hiring a third party to perform an employee's assigned job duties
- Intentional abuse, negligence, or destruction of school property
- Violation of any safety rule, policy, practice, or procedure
- Causing injury to a person or damaging property, machinery, equipment, supplies, or negatively impacting the reputation of the school
- False, fraudulent, misleading, or harmful statements or omissions in any medium, including social media platforms concerning, the California Connections Academy education program, another employee or students, parents, colleagues, teachers, vendors, or any statement that is harmful or disloyal to the school or places the school, including the education program, in a negative light
- Dishonesty or providing false information to your manager or other employees
- Misuse of private or confidential information and data created in the course of school operations concerning employees, students or their families.
- Conduct, in our sole opinion, that reflects adversely on you or the school
- Failure to properly follow any rule or procedure, or violating any policy in this handbook
- Other acts, in the opinion of school management and/or Human Resources, that warrant disciplinary action

Respect for Others

The organization expects the employees to treat each other, students, teachers, vendors, regulators, legislators or any third party during the course of their job duties with respect and consideration. Lack of respect can be shown through words, conduct, acts or demeanor. Some examples of lack of respect towards other employees include snide remarks, inappropriate jokes, direct comments and avoidance of particular individuals. The above examples by no means describe all types of disrespectful behavior. As a rule, behaviors that affect another employee's ability to work depart from our standard for respect.

Language in the Workplace

The use of obscenity, profanity, sexual innuendoes, coarse language or language that could be perceived as offensive in the workplace is highly unprofessional and unacceptable. All employees are cautioned to avoid such language. Persons improperly subjected to offensive language should report the incident, using the harassment complaint procedure above.

Professional Ethical Standards

Employees must maintain high standards of personal and professional conduct and behavior in all interactions and communications.

Employees are required to use sound professional judgment when communicating with students and parents while handling situations requiring sensitivity. All school policies and protocols must be followed regarding privacy and other dealings with students, parents, learning coaches and any agencies which may be associated with a CalCA school family.

Employees must display the highest integrity and the best judgment and ethics and use professional skills to the best interests of all. Employees must use only legal and ethical means when seeking to influence governmental legislation or regulations. No employees shall engage in political campaign activities while engaged in school business or with school resources.

Reporting Unethical Behavior

Ethics Hotline

The school's ongoing success depends on maintaining high ethical standards of conduct. To reinforce the commitment to the highest standards of ethics, the organization has made the Ethics Hotline available. The Ethics Hotline is a phone and web-based communications tool that offers employees a confidential way to raise a concern or report suspected unethical, unprofessional, illegal, or fraudulent activity by others associated with the organization or school. The hotline number is 833-710-0718 and the confidential web address is www.lighthouse-services.com/pearson.

Who should use the Ethics Hotline?

Any employee who has information about possible criminal activities, ethical violations, or other work-related incidents should use the Ethics Hotline. **An employee's first option is to report suspicions to a member of school management or Human Resources**, but if they are uncomfortable with the direct approach, the Ethics Hotline may be utilized.

What types of incidents should be reported?

Employees are encouraged to report situations or events that could potentially harm students, the school(s), employees, or the organization. Examples include violations related to:

- Compliance with Regulations
- Conflicts of Interest
- Accounting and Auditing Practices
- Gifts and Bribes
- Disclosure of Confidential Information
- Privacy of Student Records
- Theft
- Copyright Laws and Software Piracy
- Misuse of Resources or Funds
- Intellectual Property Infringement
- Falsification of Information
- Threats and Physical Violence

How it works

Concerns reported to the Ethics Hotline are received by an independent third-party communication specialist who will then report the information anonymously to Human Resources. At no point will the identity of the individual reporting the concern be revealed without their consent. Raising a concern or reporting misconduct in good faith is the right thing and such action will not be subject to discipline or retaliation. If the investigation of a concern reported through the Ethics Hotline reveals the initial report was done with malice or ill intent, it will be deemed the reporter will waive their right to anonymity and be subject to disciplinary action.

You are the key to an ethical workplace

While the Ethics Hotline is an ongoing program for concerned employees; the school encourages direct communication with colleagues, managers, and/or members of school management. For employees who prefer to remain anonymous, the Ethics Hotline is available at any time, twenty-four (24) hours a day, seven (7) days a week.

Whistleblower Policy

In accordance with applicable law, the School prohibits retaliation against any employee because of the employee's refusal to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation, or for disclosing information to a government or law enforcement agency, where the employee has reasonable cause to believe that the information discloses a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation. The School also prohibits any retaliation against an applicant or employee, and does not discriminate against any applicant or employee, based on that applicant or employee's "whistleblowing" activity against a former employer.

Employees with concerns about practices that are believed to be illegal or violate the School's policies are encouraged to report them to their supervisor or Human Resources. Employees who come forward with credible information on practices believed to be illegal or violations of School policy will be protected from retaliation.

Any employee who reasonably believes that he or she is a victim of retaliation may also call a State of California "whistle-blower hotline" to report the retaliation: (800) 952-5665.

Conflicts of Interest

Employees are prohibited from engaging or appearing to engage in any activities that conflict with the school's interests. A conflict of interest, or the appearance thereof, may occur when an interest in, association with, and/or employment by another school or educational management organization, suppliers of goods or services, etc., is such that the ability to act in the best interests of the school may be called into question.

Please discuss any questions or concerns regarding conflicts of interest with your manager and/or Human Resources.

Conduct that may constitute a conflict of interest includes, but is not limited to:

- Directly or indirectly borrowing from, lending to, investing in, or engaging in any substantial financial transaction with an existing or potential customer, student, supplier, etc.
- Performing outside work for another entity while working for the school or a Connections program
- Working for another educational agency or institution, school, academy, etc., during the same standard work hours as the organization;
- Transmitting confidential information to a student/parent/caretaker, vendor, competitor, or other individual who is not an employee and who does not have authorization to receive it; and
- Using organizational facilities, equipment, labor, or supplies to conduct outside activities
- Having an intimate relationship with any student, parent/caretaker of a student, employee under direct supervision, except when such individual is a member of your family or when you have no work

responsibilities associated with the individual, and the relationship is not prohibited by law or regulation, such as a relationship with an under-age student

Gifts

Employees are to avoid any conduct that gives rise to a conflict of interest or the appearance of a conflict of interest. Specifically, employees must comply with laws that preclude giving gifts to government employees even when the gift is given without any intention of influencing the recipient. For purposes of this policy, a gift is defined as anything of value given or reimbursed by the organization for which goods or services are not provided in return as part of an ordinary business transaction. This may include tangible items, meals, and/or travel expenses. Accordingly, employees must have all gifts reviewed by Human Resources.

Employees may not give, solicit or accept gifts to or from any other person or entity that has sought or seeks a business relationship with the school or organization unless approved through the Issue Aware process. Giving gifts to vendors, students, and government officials is prohibited.

In no event should any gift of cash, including gift cards, be accepted or made.

If an employee receives an unsolicited gift, they must promptly notify their immediate manager, and Human Resources in writing, and take the following action:

- Return the gift with a letter to the donor explaining the Gift policy
- When a gift cannot be returned because it is perishable and may become damaged or spoiled, send the donor a letter noting this fact explaining the Gift policy
- When it is necessary to write a letter as prescribed above, the recipient should provide a copy of the letter to their manager and should submit it to Connections services supported legal team.

Authorizations and Approvals

Under no circumstances is an employee, other than those who have purchasing responsibility authorized in writing, to commit to any purchase or agreement that financially obligates the school or organization. If an employee is required to procure goods and services, the appropriate authorizations from the employee's manager must be obtained in accordance with the school's fiscal policies. Failure to obtain the proper authorizations/approvals will result in disciplinary action and/or a requirement the individual accept personal responsibility for an obligation wrongfully made in the school's name.

Solicitation and Distributions

Employees are prohibited from soliciting and/or distributing of non-school material in work areas and during school hours. Bulletin boards, internal directories, interoffice mail, e-mail, and other organizational resources are to be used only for school business purposes unless designated otherwise.

Employees may not solicit or distribute ANY information in work areas on behalf of a business, club, school, society, religious group, nonprofit organization, or political party during work time or during the work time of the employee(s) to whom such activity is directed.

If the activity is not disruptive, employees may distribute information about nonprofit fundraising efforts or distribute small items, such as cookies or candy for sale, if the proceeds will be received by a nonprofit organization. Permitted activities will be determined by school management. Requests to conduct fundraising activities must be approved in advance by the School Leader.

The school reserves the right to sponsor certain nonprofit fundraising events. However, employee participation will not be required.

Appearance and Dress

The school strives to provide a work environment that is both professional and comfortable. Employee's dress, grooming, and personal hygiene should be appropriate to the school environment in accordance with guidelines set forth by the manager. In general, employees are expected to dress and present themselves in a manner that is acceptable in a school setting.

When meeting with families/students, and/or external parties, or visitors at the school, employees should dress in accordance with the expectations of those individuals. Employees who are dressed inappropriately may be asked to return home to select suitable attire. Any questions concerning the dress code should be directed to an immediate manager or Human Resources.

Animals in the Workplace

Pets are not permitted at the school office or at school related events, unless they are the employee's registered service animal. If you have questions regarding registered service animals, please contact Human Resources for additional information and requirements.

Employee Conduct While Driving

Employees are completely responsible for any accidents, fines, or traffic violations incurred while operating personal vehicles. While driving a personal vehicle, the employee's personal automobile insurance will be considered primary and any organizational-provided coverage secondary. When renting a car for business purposes, employees must obtain insurance from the rental agency or make other arrangements with the School.

Employees who are driving while on school business are expected to conduct themselves in a safe and legal manner, obeying posted speed limits and avoiding distractions while driving.

Social Media Policy

The school believes in utilizing social media sites to foster online collaboration and share what the school does, but employees are expected to do so responsibly. As online communication platforms continue to evolve, so will school policies. Employees should speak freely, but also responsibly. This policy is focused on social media activities in or outside of work that could affect work performance, the performance of other employees, or the school's interests. The policy provides standards for employees who choose to contribute or participate in blogs, wikis, social networks (Facebook, Instagram, Twitter, etc.), virtual worlds, user-generated audio and video (YouTube), or other social media. The standards of conduct apply to online activities. Remember that our rules of conduct apply to online activities and any information or comments posted publicly may be escalated to Human Resources for review.

Employees are discouraged from participating in one-on-one communication or sharing personal information with students through social media sites. It is not appropriate for teachers or other staff members to deviate from their professional role with students at any time. If teachers or other staff members choose to interact with students through social media sites, the interaction should be logged and use filters or other mechanisms to preserve the professional nature of the student-teacher relationship. While such precautions might limit a student's access to employee's personal information, employees may still have access to the personal information of a student. In such a case, information learned about students through these networking and social media sites may trigger a duty under applicable law to report suspected abuse, neglect or other conduct to the authorities.

This policy shall not be construed or applied to interfere with Section Seven (7) of the National Labor Relations Act.

Participation in Social Media Sites

1. Write about what you know. Ensure that statements you make are accurate and factual. Be exciting and creative when talking about the organization or school, but do not exaggerate or guess. If someone asks you a question you do not know the answer to, forward it to an expert within the organization.
2. Present yourself well. Take into consideration that anything you post is made public and could be misconstrued by readers. Assume that your colleagues, manager, school's students and their parents will read it. Keep that in mind as you post and present yourself in a way that you would in the school. Be sure the image you portray is consistent with the work you do. Social media sites tend to blur the lines between personal and professional lives, and public and private information. Be aware of that line and communicate accordingly.
3. Do not post information that is derogatory or disrespectful to the school or the school community or that places the school in a negative light.
4. Restrict access if appropriate. Many social sites have privacy settings. Think about using them.
5. Represent your school and organization well. Just by identifying yourself as an employee, you are creating perceptions about the school and organization. Make sure that content associated with the school is consistent with the school's values and standards of conduct.
6. Respect your audience. It is fine to have a healthy debate, but do not disparage others. Carry the customer service model through to your social media content. Outside parties CAN pursue legal action against you personally for content you post.
7. Correct mistakes. If you made a mistake, correct it. Just make sure you indicate that you have done so before modifying postings.
8. Identify yourself appropriately. Do not misrepresent who you are – if you are commenting about your school, let others know your role and status. Make it clear that you are speaking for yourself and not on behalf of your school. Only employees officially designated by the school have the authority to speak on behalf of the school.

School Social Media Accounts

Employees must disclose to a supervisor any and all known passwords for the school's various electronic communications systems, including any school social media or other accounts, upon request of a supervisor and upon termination of employment.

Prohibited Activities on Social Media Sites

1. Do not violate your confidentiality agreement. Follow the official policies protecting the school's proprietary and confidential information. Things you absolutely cannot disclose on social media sites include financial information, trade secrets, customer information, and confidential or personally identifiable information about students. View the Confidential Records-Access, Retention, and Disclosure Policies, if applicable, for more details.
2. Do not violate copyright or fair use laws. It is extremely important that you respect the laws governing copyright and fair use of copyrighted material owned by the school or others, for our protection as well as your own.
3. Never conduct school business on a social media site. Our internal Education Management System (EMS) and other communication tools provided are the appropriate venues for work-related activities. **All contacts with students or parents should occur on and be tracked using the school's communication tools, not social media sites.**
4. Do not disrupt or denigrate the learning environment. Teachers and school administrators should maintain a supervisory, professional, and respectful relationship with students and the school community.
5. Do not publish information about students.
6. Do not publish personally identifiable information, including photos, about your colleagues without their consent.
7. Do not let social media interfere with your work performance.

8. Know your obligations. It is your responsibility to understand and be familiar with the reporting requirements, for example child abuse and neglect, consistent with the laws of the state in which you work and the school's policy.

Social media should never be used in a way that violates any other policies or employee obligations. If your social media activity would violate any of the School's policies in any other forum, it will also violate them in an online forum. Employees who violate the School's policies may be subject to discipline, up to and including termination.

Drug-Free and Alcohol-Free Workplace

It is the intent of the organization to promote a safe, healthy and productive work environment for all employees. We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves and to other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join with us in achieving our goal of a safe and productive drug-free workplace.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;
- Refusing to submit to an inspection or testing when requested by the School;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event;
- Conviction under any criminal drug statute for a violation occurring in the workplace; or
- Failure to keep all prescribed medicine in its original container.

In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Searches

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Testing

The School may require a test by intoxilator, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol. Such testing will be conducted if two or more employees observe an employee acting in such a manner to raise suspicion that the employee is under the influence of an illegal drug or alcohol or is acting in such manner that they may harm themselves, or another employee or students.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

Violations

Compliance with this policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, or submit to any inspection or testing will result in discipline, up to and including termination. Furthermore, any violations of this policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, School may report such illegal drug activities to an appropriate law enforcement agency.

Employee Student Relations Policy

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable

and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that he or she not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

Acceptable Behaviors

- Pats on the shoulder or back
- Side hugs
- Handshakes
- “High-fives” and hand slapping
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one’s lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent, non-private, school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching your legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student’s fixation on an adult)

- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career

Unacceptable Behaviors

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the School Leader.
- Kissing of ANY kind
- Massage (Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan)
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs to a student or failing to report knowledge of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]"
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving a school event alone with a student
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

- Being alone in a room with a student at a school event with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable
- Providing transportation to students for any purpose

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend oneself, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member becomes aware of another staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must report the suspicion to a supervisor and Human Resources promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Child Abuse/Sexual Abuse Reporting

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. It does not require certainty that child abuse or neglect has occurred, nor does it require specific medical indication of child abuse or neglect. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to the School Leader occurs after the phone-in report. Failure to meet these obligations can result in a monetary fine and/or jail.

Investigating

The organization will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as it deems necessary and appropriate under the circumstances.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

Confidential Records – Access, Retention, and Disclosure Policies

Handling Confidential Information

Personally Identifiable Information

The school and all school employees must comply with the Family Educational Rights and Privacy Act (FERPA) in the handling of student data (see discussion below). Personally identifiable information must be protected, including sensitive personally identifiable information such as social security and financial account numbers, under state and federal privacy laws. Failure to comply with these requirements may result in legal liability to the organization and/or the school. Furthermore, the confidence of, regulators and students and their families depend upon fully exhibiting these responsibilities.

As a user of the Education Management System or other organizational information or systems, employees must comply with the following:

- NEVER store personally identifiable information that includes social security or financial account numbers locally on a laptop or other removable media such as USB and flash drives unless the data is encrypted and password protected. Note that when viewing an export file in the Education Management System it creates a file which is automatically saved in the local temporary folder in the download folder. Employees should only view export files when connected to the network. Use must be temporary and be followed by prompt deletion, as specified in the next bullet.
- To the extent student information does not include a social security or a financial account number must, for legitimate reasons, be temporarily saved on a computer that does not have an encrypted hard drive, this information must be permanently deleted – by deleting the file(s) and then emptying the Recycle Bin (or your system's equivalent) from the computer immediately after use.
- NEVER send emails that contain personally identifiable information that includes social security or financial account numbers. If it is required by any regulatory authority or vendor to transmit a file that contains this kind of information, contact the MIS helpdesk and request assistance to appropriately encrypt or otherwise store the file.
- Laptops and other electronic devices such as smartphones that receive organizational school emails must be password protected.
- Laptops and other electronic devices such as smartphones that receive organizational/school emails must be properly stored and secured when not in the direct control and use of the employee.
- Failure to comply with the above requirements will be considered a serious breach of responsibility and may be grounds for termination of employment or other action(s) as provided by school rules and policies, including discontinuing access to the Education Management System or organization's network.

Family Educational Rights and Privacy Act (FERPA)

Employees are subject to the requirements of the Family Educational Rights and Privacy Act (FERPA). A link to the most current Policy is always located on the document repository.

Employees are responsible for reviewing the requirements and only disclosing student information if specifically required by regulation and when such disclosure is permitted by FERPA. Employees are never permitted to remove any FERPA-protected information from school property in print or electronic form except for legally permitted purposes and when specifically authorized by a manager.

Confidential and Proprietary Information

Employees are responsible for limiting disclosures of confidential and proprietary information to those individuals who require this knowledge to perform their job responsibilities for the benefit of the school and/or organization. Confidential information may not be disclosed to anyone except as approved by the services support legal team.

Employees must conspicuously label confidential information with the applicable classification notice (e.g., "California Connections Academy Confidential"). In addition, all confidential information must be safeguarded and kept secure and disposed of in a secure manner (subject to records retention requirements).

Employees should not accept information or other materials from a contractor, vendor or other non-employee that may be trade secret information obtained or provided without the owner's consent.

Certain information available to employees including content contained in the Education Management System® is protected by various copyrights, trademarks, service marks, patents, trade secrets, or other intellectual property rights and laws and may only be used as permitted by law and with the permission of the owner. Except as expressly authorized by Connections, employees may not sell, license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from or otherwise exploit the Content or features in the Education Management System® in any form or medium. Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Connections or third parties. Any unauthorized use including copying or reposting of Connections or third-party intellectual property may result in termination of employment and other legal action

Intellectual Property Policy

Intellectual property is defined as an intangible creation of the human mind, expressed or translated into tangible form that is assigned certain rights of property such as inventions (patents), literary and artistic works (copyrighted works), and symbols, names, images, and designs used in commerce (trademarks). The organization is committed to the enforcement and protection of intellectual property rights as both a legal and an ethical imperative. All employees are expected to adhere to the United States ("U.S.") copyright and trademark laws and to be mindful of the limited rights conferred by licenses and permissions granted by third parties. All employees are also expected to take appropriate steps to protect the rights of the school and/or organization in its trademarks and works of authorship developed for or on behalf of the school and/or organization and to timely notify the of any potentially patentable inventions.

Using Copyrighted and Trademarked Materials

Employees must ensure their work product is original and does not include material owned by third parties unless covered by a license agreement approved by the services support legal team. Employees must ensure they do not use trademarks owned by third parties for commercial purposes without the consent of the owner of the trademark. Questions on the use of third party copyrighted material and trademarks should be referred to the services support legal team.

Plagiarism: Plagiarism occurs when an employee claims or implies original authorship or incorporates material from someone else's written or creative work, in whole or in part, regardless of copyright notice, into their work product without adequate acknowledgement. Plagiarism is strictly prohibited and may represent a violation of law, exposing the employee to criminal and/or civil prosecution.

False Information: Employees are expected to exercise honesty and integrity in all aspects of employment. Employees are prohibited from providing false information to other employees, students, or parents/caretakers. Employees are also required to immediately report to Human Resources if they suspect that another employee has provided false information to other employees, students, or families. Employees are strictly prohibited from falsifying data in the Education Management System, or any other system used for reporting to an authorizer, regulatory body or external agency. Falsification of such data may result in disciplinary action up to and including immediate termination. If an employee is

aware of another employee falsifying data and fails to report the infraction, they may be subject to disciplinary action up to and including immediate termination.

Ownership and Rights to Materials Developed by Employees: Work product and ideas developed by employees as part of their work for the school are owned by the organization.

Teachers are encouraged to contribute materials they have developed during their employment for use by the larger organization. Teachers are encouraged to collaborate with one another and share instructional resources to enhance professional practice and ultimately improve the academic success of the students. Materials that could be shared by the broader organization include, but are not limited to lesson plans, worksheets, problem sets, newsletters, presentations such as PowerPoints, recorded LiveLesson® presentations and resources. By providing these through the EMS or other provided online applications or templates (e.g., software for LiveLesson® presentations and LiveLesson® templates) or communications tools (e.g., email), teachers agree that the organization has a non-exclusive license to use and modify these materials and such modified materials are organizational owned derivative works. Any such materials so contributed may be edited and formatted by the organization and used in any way deemed appropriate. In addition, where a teacher places any approved content in the EMS, any such modifications and/or content will be organizational owned derivative works. The organization will have the right to use such materials, modifications and/or content in any way deemed appropriate. Employees are free to retain a copy of their original (unedited) materials when they terminate employment, but any templates or third-party materials used or incorporated under an organizational license with permission from a third party must be removed.

External Inquiries

Any employee who receives an external inquiry or request for documents from a regulatory or legal authority from the press; or who receives an inquiry concerning information not routinely provided during the normal course of work should refer such inquiries as follows.

- Refer all media inquiries to Public Relations
- Refer all Public Records Act requests and inquiries from lawyers or government agencies to the services support legal team.
- Refer all employment references requested to Human Resources. The school does not respond to oral requests for references. All requests must be in writing accompanied by a signed authorization.
- Do not under any circumstances respond to requests for information regarding another employee. If you receive a request for a reference, you should forward the request to Human Resources.

Records Retention

The school maintains a variety of records, including student and employee records. Record retention requirements and policies have been established for maintaining records. Employees must never destroy any record except in accordance with these policies. Records are not to be kept longer than the policy duration in any form unless they have received direct authorization from the department manager, School Leader, Human Resources or if they are subject to a hold notice received from the organization.

Personnel Files

An employee's personnel file consists of physical documentation as well as electronic information stored on the Human Resources Information System. The original information in a personnel file will be kept by Human Resources.

Additional copies of certain documents in a personnel file may also be kept in the school office.

An employee may request a copy of their personnel file. The request must be made in writing to Human Resources and the file will be made available upon request within a reasonable amount of time.

Access to Employee Exposure Records and Employee Medical Records

Under the Occupational Safety and Health Act (“OSHA”), employees have the right to examine and copy relevant “employee exposure records” and “employee medical records,” as those terms are defined under federal statute. Human Resources is responsible for maintaining these records. If you wish to access your records, or review relevant OSHA regulations, please contact Human Resources.

Work Arrangement Policies

Accommodation of Disabilities

The school adheres to the requirements and regulations of all applicable federal, state and local laws protecting employees with disabilities. Qualified individuals with disabilities may be entitled to reasonable accommodation in the workplace.

We are committed to providing an accessible workplace for all employees. We will make reasonable accommodations on behalf of individuals who qualify under ADA. The accommodation must improve the staff member’s ability to perform their essential job functions. If exact accommodation cannot be met, an alternative that is as effective in removing the workplace barrier will be offered. Written requests for accommodation should be directed to your manager and/or Human Resources. All requests will be reviewed and approved on a case-by-case basis.

Any information regarding a disability will be kept confidential to the extent possible.

Work-At-Home Policy

Under certain circumstances, employees may be eligible to work at home on a full-time, part-time, or occasional basis. Specific information regarding work-at-home arrangements offered are provided below. The decision whether to allow an employee to work at home is within the sole discretion of the organization. Work from home privileges may be revoked at any time for any reason within the sole discretion of the organization. Categories of work at home arrangements are defined in the Work-at-Home Classifications Policy. A manager can require an employee with work-at-home privileges to come into the office at any time. If an employee is requested to come into the office and fails to do so, disciplinary action may be taken.

This policy does not apply to employees who request to work at home as an accommodation for a disability under the ADA. For information regarding such requests, please refer to the Accommodation of Disabilities policy in this handbook.

Work-at-Home Guidelines

1. **Work Environment:** Employees are required to establish an appropriate work environment within their homes, in accordance with the requirements described in this Policy. Employees’ residences generally must be located in the same state as their assigned work location. Exceptions must be approved in advance by Human Resources.
2. **Work Hours:** Employees who work at home are required to work the same “core hours” (e.g., 8:00 am – 5:00 pm), the same number of hours (40 hours per week), and the same calendar days as other employees.
3. **Contact Information:** Employees who work at home must provide Human Resources with their best contact phone number(s) and mailing address. Any changes in contact information must be immediately reported to Human Resources by updating UltiPro. Employees who work from home must display their instant message status daily with their contact information.
4. **Communication:** Employees who work at home are required to communicate with their Managers in a manner and frequency consistent with any other employee. Employees should consult with their Managers to discuss their respective expectations, as well as logistical issues that may arise.
5. **Accessibility:** Employees who work at home must be accessible by phone and internet within a reasonable time during the agreed upon work schedule (“core hours”). If an employee will not be

- available for a period of time greater than one (1) hour during their core hours, the employee must notify their manager.
6. Phone Calls: All work numbers should be answered professionally and by the employee only. All work numbers should have a professional voicemail message that indicates the employee's name and role/department.
 7. Responding to Voice Mails
 - a. Requirement: Employees who work at home are required to check their work voice mailboxes at least three (3) times per day and return calls from their managers within three (3) hours during normal work hours.
 8. Responding to Instant Messages: Employees who work at home are required to respond to Instant Messages within (20) minutes during normal work hours.
 9. Off-Site Responsibilities: Employees who work at home will be given an "assigned office/hub location." Employees must be available to conduct home visits, attend field trips and other school-related events, act as proctors for state testing, and perform other duties as assigned.
 10. Evaluation: Evaluation of an employee's performance while working at home may include daily interaction by phone and email. Evaluations will be similar in content and frequency to the evaluations received by other employees, but with additional focus on work output and the completion of objectives, and less focus on time-based performance.
 11. Confidentiality: Employees who work at home must take steps to prevent proprietary and/or confidential information regarding the organization, its employees, and its clients from being stolen or otherwise accessed. Employees should use locked file cabinets, disk boxes, and desks; practice regular password maintenance; and take other steps, as appropriate. Portable Media such as flash drives, floppy disks, CDRs, etc. should not be used to store or transport confidential data under any circumstances without authorization from the services supported technology team. Employees must still abide by our Information System Policies. It is recommended that no confidential data be printed from the employee's residence. If confidential data is printed, it must either be 1) returned to office or 2) shredded.
 12. Contact with Students and Other Individuals
 - a. Home Telephone Numbers: All work numbers should be answered professionally and by the teacher only. All work numbers should have a professional voicemail message that indicates the teacher's name and school. Families who need to contact a teacher may also request a phone call via email, leave a message in the teacher's work voice mailbox, or, if the request is urgent, call the employer's toll-free number and speak with a support representative. It is the employee's responsibility to ensure the safety and security of that phone line.
 - b. Home Office: Employees who work at home are prohibited from granting access to their homework location to students, potential students, their families or caregivers.
 13. Child / Dependent Care: Working at home should not be used as a means of providing and/or replacing child / dependent care.* The purpose of the work-at-home arrangement is to facilitate job performance and meet the school's business needs. Employees working at home should not act as primary caregivers for dependents during work hours. Dependents may be present at home; however, the dependents must not require the employee's attention during normal work hours. Employees considering a work-at-home arrangement are encouraged to discuss expectations of telecommuting with family members prior to entering such an arrangement.
 14. Expenses
 - a. Mail: Upon request, employees who work at home will be reimbursed for costs incurred in mailing materials to their students. A receipt from the post office is required for reimbursement.
 - b. Travel: Travel expenses are only reimbursable if the location where the employee is traveling is farther away (in miles) than the employee's assigned office location. Expenses associated with traveling to the employee's "assigned work location" for a meeting with their manager are not reimbursable.
 - c. Home Office: Employees are responsible for all costs and expenses associated with the setup of a home office / workspace (e.g., remodeling, furniture, lighting, repairs, modifications, etc.). Repair, upgrade and/or replacement costs and liability for employee-owned equipment and furniture used during the work-at-home arrangement is the responsibility of the employee.

- d. Terminating a Work-at-Home Arrangement: The school reserves the right to discontinue a work-at-home arrangement at any time, with or without notice, in our sole discretion. The school will generally attempt to provide thirty (30) days' notice before making such a change.

Technology

1. Computers

- a. Home-Based Employees (FT): Generally, home-based employees will be provided with a laptop computer and related equipment. Equipment supplied by the organization is for business purposes only. Employees must take appropriate steps to protect all organization-owned equipment from damage and theft. The organization will maintain an inventory of all equipment and/or materials that are provided to employees working at home. Such equipment will remain the property of the school/organization. Upon termination of employment, return of all school/organization-owned equipment and property to us is required, unless other arrangements have been made.
 - b. Other Work-at-Home Employees: Employees who work at home (i) on a short-term or occasional basis, or (ii) as Home-Based Part-time Employee are responsible for providing their own computers and related equipment. The school is not responsible for loss, damage to or repairs of any employee-owned equipment. Employee owned equipment must meet certain minimum requirements, as determined by our services supported technology team. The school reserves the right to modify equipment requirements with or without notice, in our sole discretion.
2. Broadband Service: All employees who work at home (on a full-time basis, a part-time basis, on a short-term basis, or on an occasional basis) are required to maintain broadband access to the Internet, as well as a dedicated phone line that is available during working hours.

Regulatory Compliance/Risk Management

1. On-Site Inspection: Employees who work at home are required to permit an on-site review of their home office/ workspace upon request, whether it is a scheduled or unscheduled visit, as long as it is during the employee's core work hours
2. Equipment and Workspace Design: Equipment and workspace design must meet all applicable standards and requirements. Upon request, the organization will assist in setting up a workstation.
3. Reporting Injuries: Injuries sustained by an employee while working at home may be covered by our workers' compensation policy. If you are injured while working at home, you must contact your manager and Human Resources immediately, in accordance with school procedures.
4. Injuries to Visitors: The organization is not responsible or liable for injuries sustained by visitors to an employee's home office or assigned office location.
5. Tax Considerations: Employees are responsible for all federal, state, and local tax obligations associated with their particular work-at-home arrangements.

Work-At-Home Classifications

Home Based Employees (Full-Time)

1. Definition: "Home-based employees (FT)" are full-time employees who work at home five (5) days per week. For recordkeeping, training, meeting and administrative purposes, home-based employees are assigned to a specific office or hub ("assigned office location").
2. Eligibility: Almost all full-time employees of the organization are hired immediately to work from home. There are specific limited exceptions and reporting to an office location will be tied to a position and be a condition of such employment.
3. Duration: Home-based arrangements are considered indefinite. Home-based employees who wish to revise their classification the following school year should inform their manager who will review the request and try to accommodate based on business needs.

Short-Term Work-at-Home Arrangements

1. **Definition:** For the purposes of this policy, the phrase “short-term work-at-home arrangement” refers to situations in which (1) an employee is permitted to work at home for a defined period of time due to a personal need or a return from short-term disability, and (2) the duration of the work-at-home arrangement is less than one full school year.
2. **Eligibility:** For employees returning from a leave of absence due to a short-term disability (i.e., maternity leave), the following eligibility requirements apply:
 - a. Employees who have been on a leave of absence due to a short-term disability may be permitted to work-at-home for up to three (3) months after the date the disability began, IF the employee’s performance and job duties meet the criteria.
 - b. Employee must submit an authorization to return to work from a physician to Human Resources before work-at-home arrangement will be approved.
3. **Procedure:** Employees who wish to work at home on a short-term basis should contact Human Resources.
4. **Duration:** Employees should provide Human Resources with information regarding the expected duration of their work-at-home arrangement.
5. **Terminating a Work-at-Home Arrangement:** The organization reserves the right to discontinue a work-at-home arrangement at any time, with or without notice, in our sole discretion. The organization will generally attempt to provide thirty (30) days’ notice before making such a change.

Flex Work-at-Home Days

1. **Definition:** For the purposes of this policy, the phrase “occasional work-at-home days” refers to situations in which an employee is permitted to work at home on an occasional or periodic basis, or an employee is in a “cube-sharing” arrangement where they share a workspace in an office with another employee, and alternate working from the office and working from home.
2. **Eligibility:** Some employees can earn work-at-home days based on their performance from the previous year. Eligibility requirements are determined at the school level.
3. **Number of Work-at-Home Days:** Generally, the number of work-at-home days available to an employee is determined by and dependent upon their performance during the prior school year. Employees may only use the number of work-at-home days allotted to them. The organization reserves the right to increase or decrease an employee’s work-at-home days, with or without notice, in our sole discretion.
Procedure: Employees who wish to use a work-at-home day must obtain approval in advance from their manager or have a regular work-at-home schedule or cube-share arrangement that has been approved by the manager. The organization may, in their sole discretion, deny an employee’s request to work at home on a particular day.

Workplace Safety and Security Policies

Workplace Safety

All employees must practice safety awareness by anticipating unsafe situations and reporting such conditions immediately. If a crisis or near-crisis situation arises at any school site, employees should not attempt to handle it on their own. Immediately consult a manager and/or Human Resources and Compliance. If there is a medical emergency, call 911.

Practice safety around the office by not adjusting or repairing machines and equipment, unless authorized and qualified to do so. Be alert for tripping or slipping hazards. Keep walking areas clear of carts, boxes and other obstacles. Know the locations, contents and use of first-aid kits. Be familiar with the school's emergency action plans and report all injuries, illnesses, and accidents that are sustained while performing school-related work or while on school property immediately, no matter how minor. If a position necessitating the operation of machinery or equipment that requires specific training or certification, the appropriate certification and/or training must be completed prior to use.

Security

Employees are responsible for the security of their personal belongings. The school is not liable for the loss, theft, or damage of employee's personal property. The school reserves the right to inspect and search all areas of school premises at any time without notice and to question individuals on school premises concerning safety and/or security matters. Furthermore, in order to promote the safety of employees and school visitors, as well as the security of the school's facilities, video surveillance may be conducted of any portion of the premises at any time, the only exception being private areas such as restrooms.

Security inspections, searches and investigations can include, without limitation, examining offices, computers, CDs, disks, files, file cabinets, desks, closets, storage areas, restrooms, and all other areas of the facilities and premises as well as the person, vehicles, purses, packages, parcels, and other containers of individuals entering, leaving, or located on school property. The school may conduct these investigations, inspections, and searches to detect illegal or unauthorized drugs, drug paraphernalia, alcohol, weapons, removal of school property, or for other reasons at the school's discretion. For these reasons, duplicates of all keys issued to employees are kept.

The school reserves the right to access and inspect any personal computer or related device if such equipment is used to conduct school business. This right is limited to the work-related information that may be contained on these devices. Please note in no case should work-related electronic content be stored on personal computers at home except when an employee is specifically assigned to work at home and to use personal equipment.

Employee assistance with efforts to provide for security—including authorization to conduct security inspections or cooperation with school security inspections—is expected as a condition of continued employment and is greatly appreciated. The school reserves the right to occasionally review “swipe” records at buildings where key cards are used for access as well as question employees about office entry at abnormal hours.

Workplace Violence Prevention

The school does not tolerate acts of workplace violence committed by or against employees, associates, or families. The school prohibits employees from making threats or engaging in violent acts.

Prohibited Conduct

Prohibited conduct includes, but is not limited to:

- Injuring another person physically;
- Engaging in behavior that creates a reasonable fear of injury in another person;

- Engaging in behavior that subjects an individual to extreme emotional distress;
- Possessing, brandishing, or using a weapon while on our premises or engaged in school business;
- Damaging property intentionally; and
- Threatening to injure an individual or damage property

The school may seek the prosecution of all those who engage in violence on school premises or against employees while they are engaged in school business. In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

Employee Guidelines and Procedures

General Security Practices

- Never hesitate to call 911 if confronted with a potentially violent situation. It is better to have called 911 unnecessarily than not to have the police available when a threatening situation turns violent.
- Never attempt to physically restrain or physically remove a threatening or violent individual. Doing so puts you in danger and leaves you and the school vulnerable to possible lawsuits.
- Always report violent, threatening, or harassing behavior to your manager and Human Resources. Alert your manager or Human Resources to the presence of strangers or of any suspicious packages in your work area.

Outside Threats

If an employee is the recipient of a threat against the school or school staff, they are required to report the incident immediately. Please use the following guidelines for dealing with threats.

Threat over the Phone

If a threatening call is received, send an instant message to your Manager or Human Resources immediately, noting a caller is on the phone and a threat is being made. Note the caller's phone number from the caller ID.

Threatening Email

If a threatening e-mail is received, immediately forward the e-mail to your Manager and Human Resources.

Mail Threat

If a threat is received through the mail, notify your Manager and Human Resources immediately. Save the letter and the envelope. If possible, do not handle, open, smell, or taste the suspicious mail or packages. If a suspicious item (package, box, briefcase, etc.) is found that does not belong in the work area, immediately notify Human Resources. If you suspect the package contains a bomb, radiological, biological, or chemical threat; isolate the area immediately, call 911, and wash your hands with soap and water.

In-Person Threat

Please call 911 immediately.

Property, Equipment, and Information Systems Policies

Property and Equipment

Organizational property or equipment and/or the property and equipment of the school (the “property or equipment”) is not for personal use and may not be removed from the premises without permission. The organization reserves the right to access and search all equipment. Computer systems, telephone systems, e-mail and voicemail are to be used for school purposes only and will be monitored as appropriate. The organization reserves the right to bill an employee for the cost of unreturned property or equipment upon separation and/or the amount of personal telephone calls, if any, charged to a work phone account.

Office based employees must follow the procedures set forth by building management in owned or leased facilities including a non-smoking policy. Employees are also prohibited from smoking in the presence of any students or families enrolled in the school or attending a school function.

Parking Options

Parking options are made available to all employees when working from an office location. The school is not responsible for lost, stolen, or damaged property while parking in one of these areas. Employees are responsible for locking their car and ensuring that valuables are stored out of sight.

Software/Hardware Policy

Acceptable Use

This section defines the boundaries for the “acceptable use” of the organization’s electronic resources, including software, hardware devices, and network systems. By using these hardware, software, and network systems, employees assume personal responsibility for their appropriate use and agree to comply with this policy and other applicable organizational policies, as well as local, state, and federal laws and regulations.

Software

All software acquired for or developed by employees or contract personnel on behalf of the organization shall be deemed organizational property. All such software must be used in compliance with applicable licenses, notices, contracts, and agreements.

Under no circumstances should any user install or download any software onto the organization’s computers without specific permission.

Purchasing

All purchasing of the organization’s software shall be centralized with the services supported technology team to ensure all applications conform to software standards and are purchased at the best possible price. All requests for software must be submitted to the employee’s manager for approval. The approved request is forwarded to the services supported technology team to determine and purchase the standard software that best accommodates the desired request.

Licensing

The organization are responsible for enforcing all applicable licenses, notices, contracts, and agreements for software that is used on school issued computers. Unless otherwise provided in the applicable license, notice, contract, or agreement, any duplication of copyrighted software, except for backup and archival purposes, may be a violation of federal and state law. License compliance is strictly enforced. Any violation by a user may cause the organization to be liable for the consequences of such violation.

Hardware

All hardware devices acquired for or developed by employees or contract personnel on behalf of the school or organization shall be deemed organizational property. All such hardware devices must be used in compliance with applicable licenses, notices, contracts, and agreements.

Purchasing

All purchasing of teacher or student computer hardware devices shall be centralized with the services supported technology team to ensure all equipment conforms to hardware standards and is purchased at the best possible price using volume discounts or national accounts. All requests for computing hardware devices must be submitted to the employee's manager for approval. The approval request is forwarded to the services supported technology team to determine hardware that best accommodates the desired request.

Outside Equipment

No outside equipment or hardware may be plugged into the organization's network without specific permission from the technology team (including USB peripherals and Flash Drives).

Electronic Communications, Telephone Communications, and Access Control Security Policy

Organization Property

As a productivity enhancement tool, the organization encourages the use of electronic communications (including phone, voicemail, e-mail, instant message, and fax). Electronic communications systems and all messages generated on or handled by electronic communications systems, including back-up copies, are considered the property of the organization's, and are not the property of users of the electronic communications services.

Employees may be required to use the phone number provided by Connections for any telecommunication with students, families, or work-related tasks.

Authorized Usage

The organization's electronic communications and telecommunications systems are used predominantly for school business activities. Incidental personal use is permissible so long as:

1. It does not preempt any business activity.
2. It does not consume more than a trivial amount of time and/or resources.
3. It does not interfere with productivity.

Users are prohibited from using the organization's electronic communications and telecommunications systems for charitable endeavors, private business activities, or amusement/entertainment purposes unless expressly approved by the VP of Human Resources. Employees are reminded that the use of organization resources, including electronic communications and telecommunications systems, should never create either the appearance or the reality of inappropriate use.

Student and Family Communications

All educational and/or school related communications with students and families are required to be conducted via the organization's provided and approved tools and platforms. School staff are required to adhere to professional standards of conduct and must exercise good judgment and maintain professional boundaries when interacting with students and families. All communications must be appropriate and related to matters

within the scope of their professional responsibilities. A list of approved communication platforms and tools, and more information on communication methods may be found on the document repository.

Specific Communication Systems Requirements

Email

Another important reminder concerns the use of the organization's email. Any emails that are sent using the organization's email system are the property of the third party provider and may be viewed by members of management or others with administrative rights to the system. Furthermore, services supported technology team is instructed to forward to management any emails that violate the Internet usage policy or represent activities that could be detrimental to the organization's operations. It is essential that all email correspondence be able to pass a common sense test, a good common sense test is to ensure that anything that is written in an email could be printed in a public newspaper without any embarrassment to the sender, recipient, or the organization.

Telephones

Phones provided for school business purposes may be monitored or recorded to ensure quality service. Depending on the nature of work being performed, business phones may not be used for personal calls. In certain employment settings, personal cell phones may only be used in break areas during employees' scheduled breaks and lunches.

General Electronic Communications Provisions

Employees are reminded that the school's various electronic communications systems, including, but not limited to, its Education Management System (EMS), electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of the organization. All communications and information transmitted by, received from, or stored in these systems are school records.

As a result, the school may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. The school may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the school has engaged in a violation of this, or any other, school policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to the school's various electronic communications systems.

Employees must disclose to a supervisor any and all known passwords for the school's various electronic communications systems, including any school social media or other accounts, upon request of a supervisor and upon termination of employment.

Employees must perform work only on the organization's electronic communication systems and only using accounts and software authorized by the organization. Employee are prohibited from performing work on personal devices, including computers, laptops, tablets and cell phones, and from personal accounts.

Default Privileges

User privileges on electronic communications systems must be assigned so that only those capabilities necessary to perform a job are granted. This approach is widely known as the concept of "least privilege." Except for emergencies and regular system maintenance notices, broadcast facilities (including the "All-Employees" distribution list) must only be used after permission of your manager or School Leader has been obtained.

User Accountability

Regardless of the circumstances, individual user account passwords must never be shared or revealed to anyone. This includes logging into an organizational resource as yourself to allow another user to access those resources. If another user does not have access to a resource and asks you to log in for them, deny the request and notify services supported technology team immediately.

If users need to share computer resident data, they should utilize public directories on local area network servers, SharePoint, or the document repository in the EMS. Users should also refrain from sending attachments to internal users for review and comment if the resource is available in the public folder or SharePoint on the organization's network.

Access Control

To prevent unauthorized parties from obtaining access to electronic communications, users must choose passwords that are difficult to guess (not a dictionary word, not a personal detail, and not a reflection of work activities). The password policy requires users to choose a password that is at least eight (8) characters long and a combination of letters, numbers and/or symbols. Employees will be required to change their passwords every ninety (90) days and are not permitted to re-use the previous five (5) passwords.

No Guaranteed Privacy

The school cannot guarantee electronic and telephone communications will be private. Employees should be aware that electronic and telephone communications could, depending on the technology, be forwarded, intercepted, printed, and stored by others. Furthermore, others may require access to electronic and telephone communications in accordance with this policy.

Statistical Data

Consistent with generally accepted practices, the organization collects statistical data about electronic communications. As an example, call-detail-reporting information collected by telephone switching systems indicates the numbers dialed, the duration of calls, the time of day when calls are placed, etc. Using such information, technology support staff monitors the use of electronic communications to ensure the ongoing availability and reliability of these systems.

Incidental Disclosure

It may be necessary for technology support staff to review the content of an individual employee's communications during problem resolution. technology support staff may not review the content of an individual's communications out of personal curiosity or at the behest of individuals who have not gone through proper approval channels.

Message Forwarding

Recognizing that some information is intended for specific individuals and may not be appropriate for general distribution, electronic communications users should exercise caution when forwarding messages. Sensitive information must not be forwarded to any external party without the prior approval of the manager or School Leader. Blanket message forwarding to parties outside of the organization is prohibited unless prior permission of the VP of Human Resources has been obtained.

Internet Security and Usage Policy

Specific Policy

All information traversing the organization's computer networks that has not been specifically identified as the property of other parties will be treated as an organizational asset. It is the organization's policy to prohibit unauthorized access, disclosure, duplication, modification, diversion, destruction, loss, misuse, or theft of this information.

In addition, it is the organization's policy to protect information belonging to third parties that has been entrusted in confidence as well as in accordance with applicable non-disclosure agreements, contracts and industry standards.

Authorized Usage

Generally, the computer network must be used for school business activities only. Incidental personal use of internet on the organization's network should be limited to employee break times.

Some departments may explicitly prohibit personal internet usage on the organization's network. This will be outlined in a department specific policy.

Information Movement

At no time should an employee download anything from the Internet without direct permission from the services supported technology team. All approved software downloaded from non-Connections sources via the Internet must be screened with virus detection software prior to being opened or run. Whenever the provider of the software is not trusted, downloaded software should be tested on a stand-alone (not connected to the network) non-production machine. If this software contains a virus, worm, or Trojan horse, then the damage will be restricted to the involved machine.

Information from the Internet should be considered suspect until confirmed separately from another source. There is no quality control process on the Internet, and a considerable amount of its information is outdated or inaccurate.

Unless tools like privacy enhanced mail (PEM) are used, it is relatively easy to spoof another user on the Internet. Likewise, contacts made over the Internet should not be trusted with organizational information unless a due diligence process has first been performed. This due diligence process applies to the release of any internal information (see the following section).

Employees must not place the organization's material on any publicly accessible Internet computer that supports anonymous file transfer protocol (FTP) or similar services unless the technology team and the employee's manager has first approved the posting of these materials.

In more general terms, internal information should not be placed in any location, on machines connected to internal networks, or on the Internet, unless the persons who have access to that location have a legitimate need-to-know.

All publicly writable (common/public) directories on internal Internet-connected computers will be reviewed and cleared periodically. This process is necessary to prevent the anonymous exchange of information inconsistent with school business. Users are prohibited from being involved in any way with the exchange of the material described in this policy.

Information Protection

The organization's confidential, proprietary, or private information must not be sent over the Internet unless it has first been encrypted by approved methods. Unless specifically known to be in the public domain, source code must always be encrypted before being sent over the Internet.

Credit card numbers, telephone calling card numbers, log in passwords, and other parameters that can be used to gain access to goods or services must not be sent over the Internet in readable form. Unless an encryption algorithm like PGP (pretty good privacy), or another algorithm approved by the technology team is used to protect these parameters, employees should never put this information into an email, or instant message. This policy does not apply when logging into the machine that provides Internet services.

In keeping with the confidentiality agreements signed by all employees, organizational software, documentation, and all other types of internal information must not be sold or otherwise transferred to any third party any purposes other than school business purposes expressly authorized by management.

Exchanges of software and/or data between an employee and any third party may not proceed unless a non-disclosure agreement has first been signed. Such an agreement must specify the terms of the exchange, as well as the ways in which the software and/or data is to be handled and protected. Regular business practices, such as shipment of software in response to a customer purchase order, need not involve such a specific agreement since the terms are implied.

Likewise, off-hours participation in pirate software bulletin boards and similar activities represent a conflict of interest with the school's mission and are therefore prohibited. Similarly, reproduction of words posted or otherwise available over the Internet must be done only with the permission of the author/owner.

Copyright and Licensing Restrictions

Computer software protected by copyright is not to be copied from, into, or by using organizational computing facilities, except as permitted by law or by contract with the owner of the copyright. This means that such computer and microcomputer software may only be copied to make back-up copies, if permitted by the copyright owner.

The number of copies and distribution of copies may not be done in such a way that the number of simultaneous users in a department exceeds the number of original copies purchased by that department.

The school strongly supports strict adherence to software vendors' license agreements. The school abides by all applicable federal and state statutes and regulations pertaining to the use of computer hardware and software including, but not limited to, federal copyright laws. Unauthorized copying, altering, modifying, merging, transferring, de-compiling, or reverse assembly of licensed software is strictly prohibited. State laws may further govern the use of any computer resource (including software).

Most copyright licenses for software contain single CPU usage restrictions. These restrictions must be honored. In some instances, the software copyright owner may grant a variance from these restrictions to school environments.

However, without explicit written variance, single usage restrictions in the license apply to all users.

Expectation of Privacy

Employees accessing organizational information systems and/or the Internet should realize that communications are not automatically protected from viewing by third parties. Unless encryption is used, staff should not send private information over the Internet.

The organization expressly reserves the right to monitor Internet use from all computers and devices connected to any organization-provided network.

At any time and without prior notice, the organization reserves the right to examine e-mail, personal file directories, and other information stored on the organization's computers. This examination assures compliance with internal policies, supports the performance of internal investigations, and assists with the management of information systems.

Access Control

All users wishing to establish a connection with organizational computers via the Internet must authenticate themselves at a firewall before gaining access to the internal network. This authentication process must be done via a dynamic password system approved by the service supported technology team.

Employees are prohibited from establishing wireless access points, electronic data interchange (EDI) arrangements, FTP sites, web servers, peer-to-peer networks or any other external network connections that could allow external users to gain access to our systems and information.

Reporting Security Problems

If sensitive organizational information is lost, disclosed to unauthorized parties, or suspected of being lost or disclosed to unauthorized parties, the technology team must be notified immediately.

If any unauthorized use of our information systems has taken place, or is suspected of taking place, the technology team must be notified immediately. Similarly, whenever passwords or other system access control mechanisms are lost, stolen, or disclosed, or are suspected of being lost, stolen, or disclosed, technology team must be notified immediately.

Because it may indicate a computer virus infection or similar security problem, all unusual systems behavior, such as missing files, frequent system crashes, misrouted messages, and the like must also be immediately reported. The specifics of security problems should not be discussed widely but should instead be shared on a need-to-know basis.

Users must not probe security mechanisms "test the doors" at either Connections website or other Internet sites unless they have first obtained permission from the technology team. If users probe security mechanisms, alarms may be triggered, and resources will needlessly be spent tracking the activity.

Remote Access Policy

Remote access is a generic term used to describe the accessing of the computer network by individuals not located at the primary office. The organization provides several options for access to school resources. This remote access may be required for traveling employees, employees who regularly work from home, or employees who work both from the school office and from home. In many cases, both the school and the employee will benefit from the increased flexibility provided by a remote access program. Each user's need to access school resources remotely will be reviewed and approved by the employee's manager and the technology team on a case-by-case basis.

Equipment and Tools

The organization may provide tools and equipment for remotely accessing the computer network. This may include computer hardware, software, phone lines, e-mail, voicemail, connectivity to host applications, and other applicable equipment as deemed necessary.

The use of equipment and software provided for remotely accessing the 's computer network is limited to authorized persons and for purposes relating to school business. The organization will provide for repairs to organizational equipment. When the employee uses their own equipment, they are responsible for maintenance and repair of equipment.

Use of Personal Computers and Equipment

The school may only be able to provide limited support for equipment and software that is not purchased or owned by the organization.

The organization will bear *no* responsibility if the installation or use of any necessary software causes system lockups, crashes, or complete or partial data loss. The employee is solely responsible for backing up data on their personal machine before beginning any work. At its discretion, the organization will disallow remote access for any employee using a personal home computer that proves incapable, *for any reason*, of working correctly with the -provided software, or being used in a production environment. There are several key requirements that an employee must meet before gaining remote-access privileges to organizational resources.

Anti-Virus Software

All computers accessing the organization's school resources are required to have active anti-virus software installed and configured to automatically update each time the computer is connected to the Internet. Employees will need to coordinate with the technology team to install the required software. If another anti-virus package is installed, the employee must verify that they are paying for an active subscription to pattern updates or they will be required to uninstall that application and install the organization's anti-virus application. No trial software will be accepted as proper protection.

The service supported technology team reserves the right to routinely inspect and verify that the proper safeguards are in place on the employee's home network and computer, and to revoke VPN access to the network at any time the technology team finds or suspects that an employee is maintaining the computer or network in an unsecured environment.

Acknowledgement

Employee Acknowledgement of Policies

I acknowledge that:

1. I have been advised that the organization has an employee handbook which sets forth various policies regarding my employment by California Online Public schools, which operates the California Connections Academy schools and programs.
2. I understand that I have access to and can obtain a copy of the employee handbook for review at any time online in the document repository or by contacting Human Resources or my manager.
3. I understand and agree that I am responsible for knowing and understanding the handbook contents and abiding by the policies set forth in this employee handbook.
4. I understand that the handbook does not create a contract of employment, either express or implied, or a guarantee of any benefit, and that the handbook contains only a summary of benefits and an overview of policies and procedures.
5. I understand that all employment policies, practices, wages and benefits, whether they are in the handbook or not, may be unilaterally changed, amended, modified, reduced, or discontinued at any time in my employer's sole judgment and discretion.
6. I understand that any amendment of the handbook will always govern and supersede any prior versions.
7. I understand, in accordance with the handbook policies, that if I should have questions or concerns regarding my terms of employment or working conditions, I should contact Human Resources or my manager.
8. I have read and understand the policies contained in this handbook and I agree to abide by all policies as well as immediately report any perceived violations of policies to my manager and/or Human Resources.
9. I understand that the organization has the right to use disciplinary action for any violation of policy or perceived violation of policy contained in this handbook.
10. I understand that the details of any benefits available to me as an employee are contained in the Benefits Guide.
11. Finally, I agree that my employment continues to be at-will and for no definite duration, that I can terminate my employment at any time, with or without cause or notice, and that the employer reserves the right to do the same.

You will be directed to acknowledge the policies contained within this handbook via electronic signature upon beginning employment.

ADDENDUM TO SAFE RETURN TO IN PERSON INSTRUCTION PLAN

California Connections Academy Schools

The requirements of the ESSER III funding include a review of the Safe Return to In Person Instruction Plan at least every six months. The Board of Directors for California Online Public Schools, which govern and operate California Connections Academy Schools, will review the Safe Return to In Person Instruction Plan, and in particular, the portion that is made up of the organization's COVID Safety Plan (together, referred to as "the Plan"), at least every six months and will update the Plan as needed to align with the changing guidance related to the pandemic and its effects on schools.

The Plan was reviewed by the Board of Directors on the following dates:

FIRST APPROVED on July 16, 2021

Reviewed and revised on:

September 28, 2021

March 9, 2022

September 27, 2022



COVID-19

Preparedness, Prevention and
Response Safety Plan

Revisions presented to California Online Public Schools ("CalOPS") Board of Directors, operating California Connections Academy Schools, on September 27, 2022

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I. Introduction

A pandemic is a global disease outbreak. A pandemic outbreak occurs when a new virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily from person to person, causing serious illness, and can sweep across the country and around the world in a very short time. It is difficult to predict when the next pandemic will occur or how severe it will be.

On March 11, 2020, the novel coronavirus, COVID-19, was declared a worldwide pandemic by the World Health Organization. Coronavirus Disease 2019 (COVID-19) is a respiratory disease caused by the SARS-CoV-2 virus, distinct from other diseases caused by coronaviruses, such as Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS). COVID-19 is reported to be extremely contagious.

The state of medical knowledge is evolving but the virus ~~is believed to spread~~ from person-to-person contact and/or by contact with contaminated surfaces, objects and predominantly through respiratory droplets in the air. People ~~reportedly~~ can be infected and show no symptoms and therefore spread the disease. There ~~are~~ currently ~~several approved~~ ~~no known~~ treatments ~~or cure~~ for COVID-19. Vaccines have now been introduced under emergency authorization and are being offered at no charge to anyone through a variety of channels.

Purpose

California Online Public Schools (“CalOPS”), doing business as California Connections Academy Schools (“CalCA”) is committed to providing a safe and healthy workplace for all staff-members. To ensure we have a safe and healthy workplace, CalCA has developed the following COVID-19 Plan (“Plan”) in accordance with Cal/Osha COVID-19 Prevention Emergency Temporary Standards under Cal. Code Regs. tit. 8 § 3205.

This Plan is designed to provide a framework of policies, procedures, guidelines, and organizational structure as well as ~~steps~~ the school should take to safeguard the health and well-being of staff-members during a pandemic, while ensuring the school's ability to maintain essential operations and continue providing essential services to students and families.

Scope

California Connections Academy Schools (“CalCA”) are governed by the California Online Public Schools Board of Directors and encompass six charter schools with students and employees located across the state. Each charter school is authorized by a different school district authorizer and is able to serve students in a specific geographic region under current state law. For most purposes, the schools are referred to by their regional name; however some of the schools have a different legal name which must be used when looking up the school on any official websites, such as the California Department of Education, the WASC accreditation website, the UC Doorways website, etc. In addition, the legal name of each school is used on official school transcripts.

While each school is a separate legal entity, they all work together closely and share staffing, policies and other resources, and all of them contract with Connections Academy, doing business as Pearson Virtual Schools (“PVS”) to provide many aspects of the high-quality virtual school program, including some operational and compliance support.

The following chart shows the legal name as well as the acronym and common name for each of the charters. It should be noted that CalOPS employees may be working from counties that are not listed here.

Legal Name	CalCA Name	Acronym	Authorizer	Counties Served
California Connections Academy Northern California@Ripon	California Connections Academy NorCalRipon	CalCA NorCalRipon	Ripon Unified School District	Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Stanislaus
California Connections Academy North Bay	California Connections Academy North Bay	CalCA North Bay	Middletown Unified School District	Colusa, Glenn, Lake, Mendocino, Napa, Sonoma, Yolo
California Connections Academy Southern California	California Connections Academy SoCal	CalCA SoCal	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego
California Connections Academy Central Valley	California Connections Academy Central Valley	CalCA Central Valley	Alpaugh Unified School District	Fresno, Inyo, Kern, Kings, Tulare
California Connections Academy Central Coast	California Connections Academy Central Coast	CalCA Central Coast	Cuyama Joint Unified School District	Santa Barbara, San Luis Obispo, Ventura
California Connections Academy Monterey Bay	California Connections Academy Monterey Bay	CalCA Monterey Bay	Scotts Valley Unified School District	Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz

Facility Overview

CalCA has the following administrative office facilities:

Southern California office
 33272 Valle Rd.
 San Juan Capistrano, CA 92675

Northern California office
 580 N. Wilma, Suite G
 Ripon, CA 95366

Administrative activities take place in the office facilities. This Plan shall be applicable to all buildings and grounds for all events that occur, regardless of the time of day or day of the week.

School Population and In-person school activities

Since CalCA is a network of virtual public charter schools providing online instruction, no students are in attendance at the office locations and most staff members work remotely from their home location. All in-person school activities that involve students and/or staff will be held in accordance with applicable public health guidelines and requirements. This includes educational field trips, in-person educational services or assessments (including services provided to Special Education Students who require in-person services to implement their Individual Educational Program or for assessments related to their Special Education status and progress), school festivals, state testing, graduation/promotion ceremonies and staff trainings or meetings. Generally, in-person activities are not considered to be in a “classroom,” as CalCA offers a fully non-classroom based online educational program. However, in certain circumstances for purposes of this COVID Safety Plan, some in-person activities may be considered to be a classroom type environment for purposes of COVID guidelines applicable to California public schools.

The School Leader, in consultation with the CalCA Safety Committee, will determine when, where and how these types of activities will take place to ensure the safety of students, caretakers and school staff. Parents/legal guardians of students attending in-person events or receiving services will typically be asked to sign a waiver and will be required to adhere to all COVID-19 health and safety precautions CalCA has implemented for the duration of the in-person service.

Organizational Roles and Responsibilities

Worksite Supervisor

The School Leader is ultimately responsible for the various elements and implementation of this Plan. The Worksite Supervisor or designee(s) is responsible for day to day implementation of this Plan in accordance with state, local and Center for Disease Control (“CDC”) guidelines as well as to:

- Implement, monitor, and report on the COVID-19 control strategies;
- Conduct periodic inspections of the office facilities to insure safety protocols are in place;
- Remain on-site when staff are present and/or otherwise monitor on-site staff;
- Provide COVID-19 training to employees that covers, at a minimum:
 - Workplace infection-control practices.
 - The proper use of personal protective equipment.
 - Steps the employee must take to notify the business or operation of any symptoms of COVID-19 or a suspected or confirmed diagnosis of COVID-19.
 - How to report unsafe working conditions without fear of reprisal.
 - Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vaccination leave, if applicable, workers’ compensation law.
 - Information on vaccines
- Conduct **a daily entry self-screening protocol**¹ for all employees or contractors or visitors entering the workplace, including, at a minimum, a questionnaire covering symptoms and suspected or confirmed exposure to people with possible COVID-19.
- Ensure **unvaccinated** staff are aware of their right to request a respirator (also known as an N95 mask) at no cost, for voluntary use without fear of retaliation.
- Maintain a record of these requirements in accordance with state law.
- Make necessary corrections to any COVID hazards identified through inspection, observation or employee reporting
- Work with local health officials as necessary.

¹ See Appendix A for Sample COVID-19 Screening Questionnaire

- Maintain a line of communication with the COVID-19 Response Committee and the CalCA Safety Committee.

COVID-19 Response Committee and CalCA Safety Committee

In order to maximize support and resources to ensure the safety, well-being of staff and students and maintain compliance with the rapidly changing state, local and federal guidelines, Pearson Virtual Schools has developed a COVID-19 Response Committee. The Committee will:

- Act as a partner to provide guidance and resources to prepare for and respond to situations as they relate to the COVID-19 Pandemic;
- Provide advice and guidance on how to address staff questions or issues;
- Work with state and local health agencies to provide information in the event of a COVID-19 outbreak in the workplace;
- Monitor emergencies and facilitate major decisions which need to be made.;
- Provide guidance and assistance with release of information to the media if necessary;
- Monitor the rapidly changing COVID-19 regulatory environment and provide updates as appropriate.

PVS COVID 19 Response Committee			
	Name/Title	Organization	Contact
Health, Safety & Risk Management	Jeff Budny, Health & Safety Manager	Pearson- North America Organizational Risk and Resilience	Jeff.budny@pearson.com
Compliance	Tara Burns, Senior Compliance Analyst	Pearson Virtual Schools Compliance Services	Tara.burns@pearson.com
Facilities	Dion Golatt, Specialist Facilities/Real Estate	School Facilities Management	Dion.Golatt@pearson.com
Benefits	Julie Fivas, Benefits Manager	HR-Pearson Virtual Schools	julie.fivas@pearson.com
General HR	Kristen Teeter, HR-Partner	HR-Pearson Virtual Schools	kristen.teeter@pearson.com

In addition, CalCA has formed a Safety Committee to address a variety of health and safety issues for the organization, including a response to COVID-19. Members of the Safety Committee monitor the day-to-day activities and response of CalCA employees and implementation of the Plan. Employees may also contact the Safety Committee with suggestions or to report issues or hazards. They also coordinate with the PVS COVID-19 Response Committee as needed.

CalCA Safety Committee			
	Name/Title	Organization	Contact
Committee Lead	Dan Hertzler, Assistant Principal	California Connections Academy Schools	dhertzler@calca.connectionsacademy.org
Compliance Officer and Worksite Supervisor	TBD Franci Sassin, Director of Business Services	California Connections Academy Schools	fsassin@calca.connectionsacademy.org Field Code Changed
Safety Coordinator	Jesse Hodge, Teacher, and Safety Coordinator and Public Health Nurse	California Connections Academy Schools	jesshodge@calca.connectionsacademy.org

<u>Lead Administrator</u> School Leader	Richie Romero, <u>Deputy Superintendent</u> Interim Executive Director	California Connections Academy Schools	rromero@calca.connectionsacademy.org
<u>School Leader</u>	<u>Richard Savage,</u> <u>Superintendent</u>	<u>California</u> <u>Connections</u> <u>Academy Schools</u>	rsavage@calca.connectionsacademy.org

II. Prevention

How COVID-19 Spreads

The virus is thought to spread mainly from person-to-person, including:

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs or sneezes or even speaks. These droplets can land in the mouths or noses of people who are nearby or ~~possibly~~ be inhaled into the lungs.

It may be possible that a person can get COVID-19 by touching a surface or object that has SARS-CoV-2 on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the primary way the virus spreads.

People are thought to be most contagious when they are most symptomatic (i.e., experiencing fever, cough, and/or shortness of breath). Some spread is also possible before people show symptoms; there have been reports of this type of asymptomatic transmission with this new coronavirus and this likely contributes to community spread of the virus.

There is more to consider than whether you were less than 6 feet away from an infected person for 15 minutes. Additional factors include the intensity, frequency, and duration of exposure to someone contagious with COVID-19. Were you exposed to enough virus that your immune system couldn't fight it off and you end up getting sick?

Intensity of Exposure

The intensity of exposure refers to the quantity of virus fragments you were exposed to. For instance, was the sick person actively contagious when you were with them? Were they coughing and sneezing without a mask on versus having no symptoms with a mask on? Did you share personal items like a drink? Did you sit right next to them and have a face-to-face conversation or were you 6 feet away with your back to them? Some situations can increase a person's exposure to the virus than other situations, including which virus variant is involved, which as a result, can increase the likelihood of becoming infected.

Frequency of Exposure

The frequency of exposure refers to how often you had contact with someone who was contagious. If you had a brief face-to-face conversation with a colleague each day for several days while the person was contagious with COVID-19, those exposures may add up to be enough to overwhelm your system and lead to an infection.

Duration of Exposure

The duration of exposure refers to how long you were exposed. If you were in close contact with someone contagious with COVID-19 for 6 hours a day for several days, yet your seat was not within 6 feet of them, you may still have had a long enough duration of exposure to that person to be at higher risk for developing COVID-19.

Personal Health

Your personal health, such as the strength of your immune system, plays a part in whether or not you will be infected, as does whether you are following COVID-19 risk reduction methods.

Although the United States has implemented public health measures to limit the spread of the virus, it is likely that some person-to-person transmission will continue to occur. The CDC website provides the latest information about COVID-19 transmission: www.cdc.gov/coronavirus/2019-ncov/about/transmission.html

General Preventative Measures

In order to prevent the transmission of COVID-19, the following protocols in the office facilities are recommended:

- Take steps to reduce entry congestion and to ensure the effectiveness of screening:
 - Reduce the number of staff members assigned to report to the office facilities each day
 - Assign dedicated entry point(s) for all employees to ensure screening
 - Provide visual indicators of appropriate spacing for employees outside the building for any event which is anticipated to lead to congestion.
- Require symptom screening prior to entering the office facility
- Ensure face coverings are available to employees and worn when required by orders from the CDPH or any local public health agency.
- Provide disinfecting supplies and require employees and/or janitorial staff to wipe down their workstations regularly at least twice daily. Disinfecting agents should be approved for use against COVID-19
- Post signs and provide training about the importance of personal hygiene, including hand washing.
- Disinfect high-touch surfaces in offices (e.g., whiteboard markers, restrooms, handles) and minimize shared items when possible (e.g., pens, remotes, whiteboards).
- Institute cleaning and communications protocols when employees are sent home with symptoms.
- Notify employees if the employer learns that an individual (including an employee, customer, contractor, or visitor) with a confirmed case of COVID-19 has visited the office (or potentially another venue where an in person school event has taken place) and created a potential exposure of more than 15 minutes.

Building Access for Visitors

In addition to the daily security procedures and protocols in place to ensure a safe and secure environment, prevent crime, and to deter persons from gaining unauthorized access to the building, the additional measures listed below shall be taken in response to and to prevent further spread of infectious disease. The administrative office facilities ~~will remain~~ may be closed to the public until conditions at the state and local

level are deemed safe to re-open and re-opening protocols are in place. The decision as to when it is safe to re-open to the public will be made by the school leader or designee.

Responsibilities:

Worksite Supervisor

The Worksite Supervisor will ensure there is adequate signage alerting visitors, such as vendors or delivery persons, of the requirements in order to enter the building, as well as alerting staff members and anyone who will be in the building more than 15 minutes of the requirement of the ~~ongoing~~ screening protocols, which include:

- Confirming they have not had any close contact in the past 14 days with anyone who is either confirmed or suspected of being infected with COVID-19, including anyone who was experiencing or displaying any of the known symptoms of COVID-19;
- They do not have a fever over 100 degrees;
- They do not currently experience or display, and have not in the last 14 days experienced or displayed, any of the following symptoms:
 - Fever or chills
 - Cough
 - Shortness of breath and/or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headaches
 - New loss of smell and/or taste
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Anyone who answers yes to any of these statements may NOT enter the building without otherwise getting clearance from the Worksite Supervisor or designee.
- Symptom screening will also be used for other in person activities for employees, who are expected to complete the screening prior to reporting for an assigned in person event.

[Click here for a link to CalCA office COVID screening procedures](#)

Staff

All staff are encouraged to be active participants in preventing the spread of infectious disease by restricting access to the administrative office facilities for anyone who may have recently been exposed to the virus as well as any non-essential visitors. These temporary security measures shall remain in place on a daily basis, to ensure the safety of the school community until otherwise communicated by the ~~S~~chool ~~L~~leader or designee. Temporary visitors will be considered unvaccinated (since their vaccination status is unknown) and must wear an appropriate face covering while inside the office ~~whenever such requirements are in place at the state or local level~~. Disposable face coverings, as well as N95 respirators, are provided at the front lobby for use by employees or visitors.

CalCA staff who are office based or partially office based (designated as “flex” location) will follow an office schedule developed by the Worksite Supervisor or designee(s). Other CalCA staff who are designated as “work from home” employees will notify the Worksite Supervisor (or designee) in advance when they plan to work in either of the two office locations and are subject to the daily symptom screening and other safety protocols in place at that time, including mask guidelines ~~in place at that time~~ ~~detailed below~~.

Additionally, staff should:

- Ensure that everyone is aware of the building security policy and do not permit unauthorized persons into the building.
- Report any conditions, concerns or problems that were reported to or observed by them.
- Ensure that all visitors observe the new signage when entering the building.

Additionally, staff are encouraged to identify and report unhealthy or unsafe work conditions to the Director of Business Services who will work with the PVS Facilities Team via Issue Aware (IA) Ticket or by contacting dion.golatt@pearson.com so these issues may be corrected expediently.

III. Preparedness

Reopening California

As of June 15, 2021, the Governor terminated the executive orders that put into place the Stay Home Order and the Blueprint for a Safer Economy. He also phased out the vast majority of executive actions put in place since March 2020 as part of the pandemic response, leaving a subset of provisions that facilitate the ongoing recovery.

As of ~~May 2, 2022~~~~December 31, 2021~~, CDPH has updated the [Beyond the Blueprint Industry and Business Sectors](#) to reflect the recent emergence of the [Omicron variant](#) and these updates will supersede all prior guidance.

The state and CDPH may alter this framework in response to changing conditions of the pandemic. CalCA will adapt this Plan as needed to accommodate such changes.

Cal/OSHA COVID-19 Revised Emergency Temporary Standards

[Cal/OSHA's Emergency Temporary Standards \(ETS\)](#) on COVID-19 were revised on ~~April 21, 2022~~~~December 16, 2021~~. These emergency standards include important revisions to make the workplace rules consistent with the latest requirements and recommendations from the California Department of Public Health (CDPH). The ~~most recent revisions to the~~ emergency standards ~~take took~~ effect on ~~May 6~~~~January 14~~, 2022. Most of the requirements provided by the previous ETS remain unchanged and ~~are in~~ effect until ~~December 31~~~~January 14~~, 2022. ~~Though the new ETS will expire on April 14, 2022, it likely will be replaced with a permanent COVID-19 standard.~~ In addition to the ETS, employers must also continue to follow public health orders on COVID-19 from the California Department of Public Health. As the pandemic continues, employers should work closely with counsel to monitor local, state, and federal health departments for further changes to COVID-19 health and safety requirements.

Revised ETS changes effective January 14 and May 6, 2022 include:

- **Face Coverings**
 - ~~Definition of "face cover"~~ means surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers. A face

covering has no visible holes or openings and must cover the nose and mouth. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric.

- The requirements for face covering will follow the current recommendations of CDPH and local health care agencies.

▪ **Quarantining and Testing**

- "COVID-19 test" means a test for SARS-CoV-2 that is: Cleared, approved, or authorized, including in an Emergency Use Authorization (EUA), by the United States Food and Drug Administration (FDA) to detect current infection with the SARS-CoV-2 virus (e.g., a viral test);
 - Administered in accordance with the authorized instructions; and
 - Not both self-administered and self-read unless observed by the employer or an authorized telehealth proctor
- Employers must make COVID-19 testing available at no cost during paid time to employees who have had a close contact, whether or not they exhibit COVID-19 symptoms and regardless of vaccination status.
- Self administered tests (e.g. rapid antigen tests) are allowable, however, employees may not "self attest" the results and must report results as directed by the employer.

▪ **Exclusion from Worksite (see also Table 1 and 2 of the current CDPH Guidance)**

- Employees who are on leave due to a positive COVID-19 test, may return to the workplace:
 - After at least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without medications, **and**
 - COVID-19 symptoms have resolved or improved, and
 - The employee has a negative COVID test on or after day 5 (from either the first day of symptoms OR the dates of the positive test if there are no symptoms) OR aAt least 10 days have passed since the onset of symptoms or the date of the positive test.
- Employees returning must wear a mask in the workplace and maintain six feet from others for 104 days following a positive test result or the last date of close contact.
- If employees have been exposed to COVID-19, they should not report to the workplace until receiving a negative COVID-19 test taken 3 to 5 days after the most recent date of possible exposure/close contact.
- If the employee develops symptoms, they must be excluded from the workplace until after a negative test OR after the above criteria have been met (see the first two bullet points above). Re-testing may be required every 1 to 2 days following exposure and symptoms.
- ~~COVID-19 positive employees on leave who did not develop symptoms may return to the workplace 10 days following the date of their positive test but are required to wear a mask and socially distance from others for 14 days from their close contact.~~
- ~~If an employee tested negative for COVID-19, 5 days after their close contact, they may return to work 7 days after the close contact if the employee wears a face covering and maintains 6 feet of distance from other workers for 14 days following the close contact.~~

- Notwithstanding both the ETS and CDPH guidance, CalCA reserves the right to allow employees to work from home and therefore continue their job duties during a quarantine or isolation period without reporting to an in-person location. The Worksite Supervisor will make the final determination of when employees who have tested positive or who have had exposure may return to work in the office setting or any other venue used for in-person activities.

Requirements from the original June 2021 ETS which still will remain the same (although the differentiation between vaccinated and unvaccinated employees was removed in the May 6 revision):

▪ **Face Coverings**

- In outbreaks, all employees must wear face coverings indoors and outdoors when six-foot physical distancing cannot be maintained, regardless of vaccination status.

- Employers must provide **unvaccinated** employees with approved respirators (also known as N95 masks) for voluntary use when working indoors or in a vehicle with others, upon request.
- Employers may not retaliate against employees for wearing face coverings.
- **Physical Distancing**
 - No physical distancing or barrier requirements regardless of employee vaccination status with the following exceptions:
 - Employers must evaluate whether it is necessary to implement physical distancing and barriers during an outbreak (3 or more cases in an exposed group of employees).
 - Employers must implement physical distancing and barriers during a major outbreak (20 or more cases in an exposed group of employees).
- **Engineering Controls**
 - The employer shall evaluate how to maximize ventilation with outdoor air; the highest level of filtration efficiency compatible with the existing ventilation system; and whether the use of portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission.
- **Quarantining and Testing**
 - Employers must make COVID-19 testing available at no cost during paid time to employees with COVID-19 symptoms **or close contact/exposure -who are not fully vaccinated.**
 - ~~Fully vaccinated employees without symptoms do not need to be tested or quarantined after close contacts with COVID-19 cases unless they have symptoms.~~
- **COVID-19 Prevention Training**
 - Training must now include information on how the vaccine is effective at preventing COVID-19 and protecting against both transmission and serious illness or death.
- Notwithstanding both the ETS and CDPH guidance, CalCA reserves the right to allow employees to work from home and therefore continue their job duties during a quarantine or isolation period without reporting to an in-person location. CalCA may also ask employees to take a COVID test regardless of vaccination status if the employee is known to be exposed. The Worksite Supervisor will make the final determination of when employees will be asked to take a COVID 19 test in order to report to work in the office setting or any other venue used for in-person activities. Employees who take a COVID test required by CalCA are eligible for reimbursement of any expenses incurred in taking the test(s).

Requirements from the November 2020 ETS which ~~still will~~ remain the same:

- Establish, implement, and maintain an effective written COVID-19 Prevention Program that includes:
 - Identifying and evaluating employee exposures to COVID-19 health hazards.
 - Implementing effective policies and procedures to correct unsafe and unhealthy conditions (such as safe physical distancing, modifying the workplace and staggering work schedules).
- Provide effective training and instruction to employees:
 - On their rights under the ETS
 - How COVID-19 is spread
 - Infection prevention techniques, and information regarding COVID-19-related benefits that affected employees may be entitled to under applicable federal, state, or local laws.
- Requirements for responding to COVID-19 cases and outbreaks
- Providing notification to employees of exposure and close contacts
- Requirements to offer testing after potential exposures
- Quarantine and exclusion pay requirements.

CDPH ~~COVID Guidance Testing or Full Vaccination Mandate~~ for K-12 Schools

~~CDPH Order dated August 11, 2021 requires verification of vaccination status among eligible K-12 school workers and establishes diagnostic screening testing of workers who are not fully vaccinated to minimize the risk that they will transmit while on K-12 school campuses, where a majority of students are not vaccinated, and younger students are not yet eligible for vaccines.~~

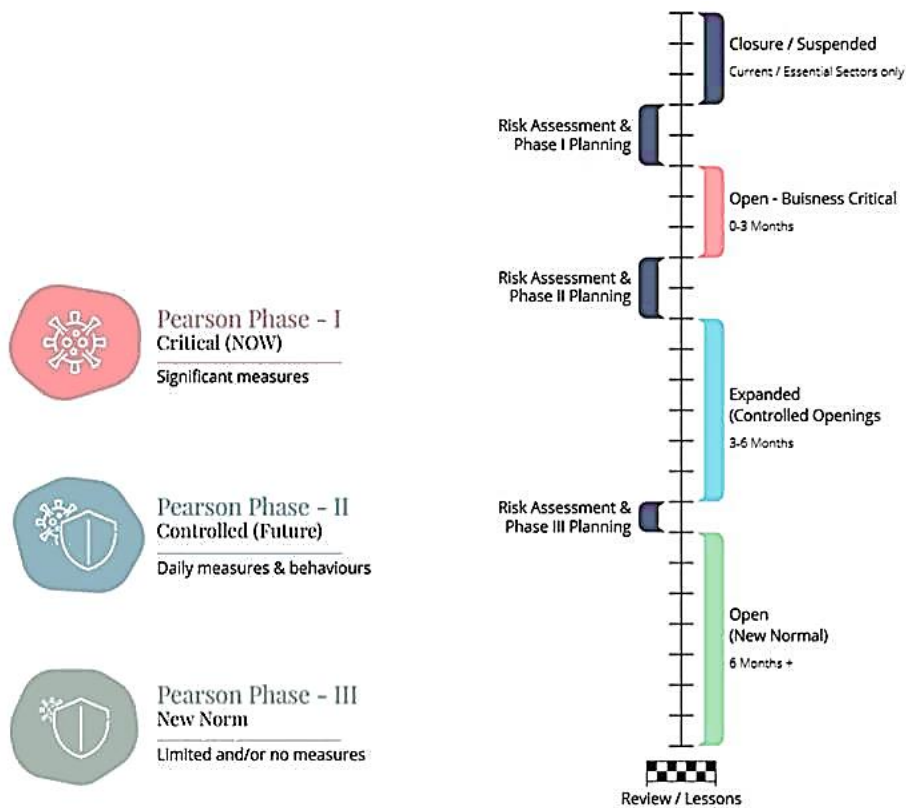
~~Full compliance with the Order is required by October 15, 2021. Individuals are considered "fully vaccinated" in accordance with the CDPH Order two weeks or more after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna), or two weeks or more after they have received a single dose vaccine (Johnson and Johnson [J&J]/Janssen). See COVID-19 Testing Policy (in the Appendices) for more information.~~

~~The CDPH issued updated **Guidance for K-12 schools** for the 2022-23 school year on June 30, 2022. This guidance re-affirms the ability of the Local Educational Agencies, such as CalCA, to make, maintain or establish additional guidance within their jurisdiction. In addition, the update recommends that unless otherwise directed by local health departments or local educational agencies, students and staff should follow **CDPH masking guidance for the general public**, as well as masking guidance for specific situations (e.g., when having symptoms, being infected, or exposed). Another change is that CDPH now recommends that **antigen tests be considered the primary option for detecting COVID-19 in schools**. Effective September 17, 2022, the state lifted the public health order requiring that school employees have weekly COVID-19 testing if unvaccinated. The CalCA Testing Protocols have been updated accordingly.~~

As a public school organization, CalCA will follow both CDPH school guidelines in conjunction with the CalOSHA guidelines, with implementation protocols developed to adapt to the online nature of the CalCA program.

PVS Facilities Management-Phased Approach to Re-Entering the Workplace

In addition to State guidelines the PVS Facilities Team has implemented a phased approach to assist the organization in safely returning to the office facilities as outlined below:



Phase I

- Local COVID response site planning
 - ✓ Reporting
 - ✓ On-site point of contacts identified
 - ✓ Plan for a possible exposure or reported exposure
 - ✓ Impact/Exposure Assessment plan
 - ✓ Cleaning Plans and response
 - ✓ Employee communications
- Technology readiness support
- Supplies and PPE
 - ✓ Legal review to ensure all requirements are being met

- ✓ Availability of cleaning suppliers i.e. sanitizer, wipes, etc.
- ✓ Face coverings required for California
- ✓ Gloves (likely limited to specific tasks and available for self-cleaning where appropriate).
- ✓ Temperature checks using a non-contact thermometer – As appropriate/required
- Other
 - ✓ Costs to maintain facility (e.g. cleaning) suspend operations from an exposure
 - ✓ Employee readiness to return (childcare, health concerns, public transportation)
 - ✓ Certain Cities and building landlords may require PPE and have additional building access controls

Prepare office

- Implement site startup check list
- Start-up Cleaning
- Post Signage
- Building systems start ups
- Check AV equipment
- Check copiers
- Prepare workspaces for Physical distancing
- Storage furniture
- Distribute supplies- wipes, sanitizers, etc.

Entering Building (and Landlord) Guidelines

- Confirm cleaning service changes for each office
- Contact Landlord and confirm building restrictions

Common Area Guidelines

- Coffee Service/kitchen Areas are closed or limited
- Conference/Meeting rooms remain closed with seating modifications to comply with social distance guidelines during phase 2
- Group meetings in Phase 1 highly discouraged, most conference rooms closed
- In Phase II**, conference room use may expand but remain limited
- Large rooms 8+ will be posted at ½ or no more than 10 capacity and chairs removed
- No large meetings over 10 people until state and local guidelines allow
- Training and/or signage for wiping common area equipment before and after will be posted

Site Services

- Use disposables items for eating and drinking
- Cleaning of high touch points
- Packages/mail
 - Shipping and Receiving Areas:
 - ✓ Before reopening the Worksite Supervisor should review current processes for inbound and outbound deliveries (parcels, mail, food deliveries, couriers, etc.) and develop a revised plan to align to COVID-19 safety precautions.
 - ✓ Routine instructions and plans for deliveries through areas that will minimize contact to the greatest extent possible.
 - ✓ Separating shipping and receiving areas from the general population.
 - ✓ Require staff handling mail and parcels to wear PPE, face-covering or other protective gear to receive parcels, mail and other deliveries and provide training on proper use and disposal of PPE.
 - ✓ If appropriate, remove items from boxes and discard accordingly
- Employees should use every precaution- wipes and wash hands- if using refrigerators.

Phase II

- Slowly expand operational scope and head count not to exceed 50% capacity.

- Timeline: 3 to 6 months

Phase III

- Transition to 'new normal' use of the office
- Timeline: 6 months+

Ongoing Virus Transmission Prevention Strategies:

- Where possible, increasing ventilation rates and circulation throughout the facility;
- Performing routine environmental cleaning and disinfection, especially of common areas; and
- Providing hand sanitizer in each work-station as well as high-traffic areas.

Engineering Controls

Engineering controls involve isolating employees from work-related hazards. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on worker behavior and can be the most cost-effective solution to implement such as:

- Installing high-efficiency air filters and/or sanitizers.
- Increasing ventilation rates in the work environment.

CalCA offices have had Bi-Polar Ionization systems installed in the HVAC system which has been shown to be effective against viruses. HVAC fans can be turned on to circulate office air through the sanitizing equipment.

Spatial Changes²

In order to prevent the spread of infection, it may be necessary to temporarily alter workspaces in order to facilitate maintenance of social distancing and physically separating staff-members. Some strategies may include:

- Implement flexible work hours (e.g., rotate or stagger shifts to limit the number of employees in the workplace at the same time and the number taking meal breaks at the same time).
- Increase physical space between employees at the worksite by modifying the workspace.
- Increase physical space between employees and customers (e.g. physical barriers such as partitions).
- Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
- Implement flexible meeting and travel options (e.g., postpone non-essential meetings or events in accordance with state and local regulations and guidance).
- Close or limit access to common areas where employees are likely to congregate and interact.
- Discourage handshaking.
- Encourage employees to sit more than 6 feet apart, and/or eat outside and/or open the doors during meal breaks. Doors should not be opened and employees should not eat outside if the local air quality is considered hazardous. In those cases, the HVAC should be set to allow increased air circulation in the building.
- In order to minimize risk when planning staff meetings and gatherings:
 - Staff-members are strongly encouraged to avoid in-person meetings and gatherings when possible and instead to utilize videoconferencing or teleconferencing.
- If in-person meetings are unavoidable, please consider the following:

² Cal/OSHA Revised ETS Effective June 17, 2021 removed the requirement for physical distancing and barriers regardless of vaccination status except in the case of an outbreak.

- How many staff-members will be in attendance?
- Does the meeting room have adequate space to allow for proper social distancing?
- Is there proper ventilation?
- What are the current state and local requirements for gatherings?
- If the answer is “no” to any of these questions, an alternative meeting location should be considered.

Staff are expected to minimize COVID-19 exposure by:

- Notify the Worksite Supervisor in advance of any planned visit by employees to the administrative offices and of all planned in-person events so that proper COVID protocols can be put in place
- Cleaning workstations (or confirming cleaning has been done by janitorial staff) regularly at the beginning and end of each shift;
- Avoiding, when possible, the use of other employees’ phones, desks, offices, or other work tools and equipment;
- Frequently washing hands with soap and water for at least 20 seconds;
- Utilizing hand sanitizer when soap and water are unavailable;
- Avoiding touching their faces with unwashed hands;
- Avoiding handshakes or other physical contact;
- Avoiding close contact with sick people;
- Practicing respiratory etiquette, including covering coughs and sneezes;
- Immediately reporting unsafe or unsanitary conditions on premises;
- Complying with daily screening processes;
- Seeking medical attention and/or following medical advice if experiencing COVID-19 symptoms;
- Complying with self-isolation or quarantine orders.



Social Distancing Measures²²

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Social distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home. To practice social or physical distancing:

- Stay at least 6 feet (about 2 arms’ length) from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings

Administrative Controls

- Monitor public health communications about COVID-19 recommendations and ensure that workers have access to that information. Frequently check the CDC COVID-19 website: www.cdc.gov/coronavirus/2019-ncov.
- Collaborate with staff to designate effective means of communicating important COVID-19 information.

Training

Training and instruction will be provided to staff to include the following:

- CalCA’s COVID-19 policies and procedures to protect employees from COVID-19 hazards and how to participate in the identification and evaluation of COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vacation leave, if available, workers’ compensation law and the employer’s leave policies
- That:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing, face coverings, increased ventilation indoors and respiratory protection decrease the spread of COVID-19, but are most effective when used in combination.
- The right of employees ~~who are not fully vaccinated~~ to request a respirator (also known as an N95 mask) for voluntary use without fear of retaliation and at no cost to employees. Whenever respirators are provided for voluntary use:
 - How to properly wear the respirator provided
 - How to perform a seal check according to the manufacturer’s instructions each time a respirator is worn, and the fact that facial hair interferes with a seal.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. COVID-19 is an airborne disease. N95s and more protective respirators protect the users from airborne disease while face coverings primarily protect people around the user.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Information on the employer’s COVID-19 policies; how to access COVID-19 testing and vaccination; and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.

- The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six feet of distance between people cannot be maintained. Employees can request face coverings from the employer at no cost to the employee and can wear them at work, regardless of vaccination status, without fear of retaliation.
- Stress management for staff impacted by COVID-19

[Click here for a copy of a CalCA COVID training presentation](#)

Personal Protective Equipment (PPE)

Commented [FS2]: To be updated as needed following approval of new Policy

While engineering and administrative controls are considered more effective in minimizing exposure to COVID-19, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies. Examples of PPE include: gloves, goggles, face shields, face masks, and respiratory protection, *when appropriate*.

During an outbreak of an infectious disease, such as COVID-19, recommendations for PPE specific to occupations or job tasks may change depending on geographic location, updated risk assessments for workers, and information on PPE effectiveness in preventing the spread of COVID-19.

All types of PPE must be:

- Selected based upon the hazard to the worker.
- Properly fitted and periodically refitted, as applicable (e.g., respirators).
- Consistently and properly worn when required. Regularly inspected, maintained, and replaced, as necessary.
- Properly removed, cleaned, and stored or disposed of, as applicable, to avoid contamination of self, others, or the environment.

Face Coverings

CDPH updated statewide masking guidance on December 13, 2021 adding a recommendation for universal masking indoors statewide irrespective of vaccination status, from December 13, 2021 through February 15, 2022.³ Surgical masks or higher-level respirators (N95 or equivalent) are recommended. This new measure brings an added layer of mitigation as the Omicron variant, a Variant of Concern as labeled by the World Health Organization, is detected across California, the United States, and the world and is likely to spread more easily than the original SARS-CoV-2 virus and the Delta variant. Additionally, this new measure brings additional protection to individuals, families and communities during the holidays when more travel occurs, and time is spent indoors. Additionally, some local jurisdictions such as counties, have additional guidelines for mask usage. Employees ~~who are not fully vaccinated should~~ must continue to wear appropriate face coverings as directed by the employer for specific circumstances, and when required by state or local public health orders, while indoors after the expiration of the temporary state order.

~~For all employees who are not fully vaccinated, or for whom vaccination status is unknown, face coverings must be worn indoors.~~ Employees may request a face covering or respirator at any time at no cost to them, regardless of vaccination status without fear of retaliation.

The following individuals are exempt from wearing a face covering at all times:

³ See Appendix E for more information regarding COVID-19 vaccination

- Persons younger than two years old. These very young children must not wear a face covering because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.

Persons exempted from wearing a face covering due to a medical condition whose job duties involve regular contact with others should wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it and when there is otherwise a requirement for face coverings. In order to report to an in-person event with an alternative face covering, employees should engage in the process with Human Resources to obtain a medical accommodation. This accommodation may include an alternative assignment that does not involve face to face interaction.

If their condition or disability does not permit a non-restrictive alternative, the employee shall be at least six feet apart from all other persons and either fully vaccinated or have taken a COVID-19 test immediately prior to the event, ed at least weekly for COVID-19 during paid time and at no cost to the employee.

~~Any Employee not wearing a face covering shall be at least 6 feet apart from all other persons unless the unmasked employee is fully vaccinated.~~

Classifying Worker Exposure to SARS-CoV-2



Worker risk of occupational exposure to SARS-CoV-2, the virus that causes COVID-19, during an outbreak may vary from very high to high, medium, or lower (caution) risk. The level of risk depends in part on the industry type, need for contact within 6 feet of people known to be, or suspected of being, infected with COVID-19, or requirement for repeated or extended contact with persons known to be, or suspected of being, infected with COVID-19. Medium exposure risk jobs include those that require frequent and/or close contact with (i.e., within 6 feet of) people who may be infected with SARS-CoV-2, but who are not known or suspected COVID-19 patients.

In areas without ongoing community transmission, workers in this risk group may have frequent contact with travelers who may return from international locations with widespread COVID-19 transmission. In areas where there is ongoing community transmission, workers in this category may have contact with the general public (e.g., schools, high-population-density work environments, some high-volume retail settings).

Generally, the nature of the CalCA organization is such that employees are considered low risk while engaged in work activities.

High Risk Employees

Everyone is at risk for getting COVID-19 if they are exposed to the virus. Some people are more likely than others to become severely ill, which means that they may require hospitalization, intensive care, or a ventilator to help them breathe, or they may even die. We learn more about COVID-19 every day, and as more information becomes available, CDC will continue to update and share information about risk for severe illness.

- Among adults, the risk for severe illness from COVID-19 increases with age, with older adults at highest risk. Severe illness means that the person with COVID-19 may require hospitalization, intensive care, or a ventilator to help them breathe, or they may even die.
- People of any age with [certain medical conditions](#) are at increased risk of severe illness from COVID-19.
- By understanding the factors that put you at an increased risk, you can make decisions about what kind of precautions to take in your daily life.

In general, the more people you interact with, the more closely you interact with them, and the longer that interaction, the higher the risk of COVID-19 spread. The following should be considered:

- How many people will you interact with?
- Can you keep 6 feet of space between you and others?
- Will you be outdoors or indoors?
- What's the length of time that you will be interacting with people?

CalCA is committed to ensuring the safety and well-being of staff. Therefore, any staff-members with questions regarding reasonable accommodations under the ADA, should reach out to their supervisor and a ~~member of Pearson Virtual Schools~~[the school's HR Partner](#) for assistance.

IV. Response

Process for Employee with Positive (or suspected positive) COVID-19 Test

COVID-19 is a nationally notifiable disease, and when diagnosed or identified, must be reported to local health departments. Health departments are responsible for leading case investigations, contact tracing, and outbreak investigations. If the health department learns a person is a confirmed or probable case of COVID-19 and was in a workplace where close contact with may have occurred, the health department may contact the employer or employees to let them know of potential exposures.

[Employers can assist the health department](#) by providing further identification of potential contacts who worked in the same area and on the same shift, hosting a site visit for health department personnel to observe the workplace in order to make workplace-operation recommendations to help prevent further spread of the virus, and facilitating communication with employees.

Upon learning of an employee who has tested positive (or is suspected positive) for Covid-19, the following steps should be taken by the School Leader or designee:

- Immediately notify your HR Partner for sick leave and benefit information to support infected staff-member.
- If the employee is currently on site, separate them from the rest of the staff and document the following information:
 - Recent dates/time employee was in a school facility or at an in-person event
 - Specific area(s) that employee accessed, and equipment used.
 - Staff that may have been within 6 ft of the employee for at least 10-15 min.
 - Confirm employee's current contact information
- For confirmed positive cases which meet the definition of an outbreak, contact your [local department of health](#) ("DOH")
OR
- If the Department of Health initiates contact:
 - Provide findings from employee assessment
 - Request guidance on:
 - Contact tracing
 - Employee notifications
 - Entire facility vs. area closure
 - Cleaning and disinfection recommendations

- Based on risk assessment and guidance from the Department of Health, determine if partial or full closure of office is appropriate.
- Contact the Worksite Supervisor who will work with the Compliance Office and who will contact a member of the Facilities Team either through existing IA or via email dion.golatt@pearson.com for assistance, if needed, with:
 - Equipment shutdown
 - Isolation of closure areas with signs and barricade tape
 - Scheduling of cleaning and disinfection
- Provide instruction as to who can enter the building, adjust building access control system as needed.
- There may also be additional reporting requirements pursuant to state or local agency rules. Please inquire with the Compliance Team.

[Cal/OSHA Emergency Standards for COVID-19](#) require employers to contact the local health department immediately but no longer than 48 hours after learning of three or more COVID-19 cases (defined as an outbreak) to obtain guidance on preventing the further spread of COVID-19 within their workplace.

Additionally, any COVID-19-related serious illnesses or death, as defined under section 330(h), of an employee occurring in a place of employment or in connection with any employment must be reported to [Cal/OSHA](#).

Notifying Employees

- Following a confirmed COVID-19 case, all employees who work in the office location or who were present in close proximity at an in person event where the employee was present will be notified of their exposure to the virus within 24 hours.
- It is important to note that privacy laws exist to protect an individual's confidential medical information. Communications must be carefully worded in order to avoid revealing the employee's identity, unless the employee has signed an authorization to disclose their diagnoses.
- Please consult with your HR Partner prior to issuing employee communications to ensure compliance with state and federal privacy laws.

COVID-19 Testing (see also COVID 19 Testing Policy in Appendix)

CalCA will arrange for testing of all staff members who have had close contact with suspected or confirmed COVID-19 case. ~~CalCA Supervisors~~ should seek guidance from the local health department ("LHD") when developing a testing strategy, including how testing can be arranged and how to prioritize testing of workers. Examples of strategies may include testing close contacts of laboratory-confirmed cases first; prioritizing workers in parts of the workplace with higher case counts; or, if testing capacity is limited, sample pooled testing, also known as "group testing," should be conducted to obtain critical information about the extent of infection with fewer testing resources. Staff-members who prefer to contact their personal medical provider or visit a CA Coronavirus Testing Task Force site (testing.covid19.ca.gov) for testing. LHDs may also be able to help facilitate testing options, if needed. When required by state or local health orders, CalCA will arrange for COVID testing for employees ~~who are not fully vaccinated~~ when circumstances dictate this is appropriate.

Exceptions to COVID-19 Testing

- ~~Employees who were fully vaccinated before the close contact and do not have COVID-19 symptoms do not need to be excluded if they wear a face covering and maintain 6 feet of distance from others at the workplace for 14 days following the last date of close contact.~~

- If an employee continues to have positive tests after more than ~~ten~~fourteen days from the initial positive test, they may be allowed to return to in person assignments, and may be exempted from further testing for 90 days, if they have remained free of COVID-19 symptoms. The -90 days is counted starting with either ~~the~~ initial onset of COVID-19 symptoms or, for COVID-19 cases who never developed symptoms, for 90 days after the first positive test. This exception only applies if these employees wear a face covering and maintain six feet of distance from others while at the workplace for at least ~~10~~4 days following the last date of close contact.

Cleaning and Disinfecting

Develop Cleaning & Disinfection Plan in consultation with the Facilities Team and cleaning service providers, to include the following provisions:

- Increase of fresh air make-up in HVAC system
- Allowing targeted areas to sit idle for at least 24 hours, if possible. If area can be isolated for at least 7 days, no additional cleaning (beyond standard touch point/surface) is required.
- Ensure cleaning plan includes common areas and equipment/surfaces within isolation area. Identify equipment that may be sensitive to chemicals or a cleaning method. Confirm that disinfecting agent is approved for use against COVID-19.
 - Determine scope/method of cleaning based on recommendations from Public Health
 - Contact/Schedule appropriate service provider
 - Share any concerns with vendor and agree to cleaning plan
 - Ensure equipment to be cleaned is powered down (and locked out, if appropriate)
 - Brief cleaning staff on any machine specific hazards
 - Execute Cleaning & Disinfection Plan
 - Confirm cleaning/disinfection is complete and anticipated return to operations date with LDH, if required.
- In consultation with LDH when appropriate, and COVID-19 Response Committee, the Worksite Supervisor should determine/confirm staff that should NOT return to work and/or remain in quarantine.
- Determine operational modifications that can be implemented to facilitate social distancing for those that return. Consider:
 - Staggering shift times
 - Staggering lunch/break times
 - Increasing employee distance to maintain at least 6ft of space between employees wherever practical
- Coordinate return communications with your HR Partner.

Return-To-Work Requirements

~~CDPH's Guidance on Returning to Work or School Following COVID-19 Diagnosis~~[CDPH's Guidance on Returning to Work or School Following COVID-19 Diagnosis](#) recommends adherence to the [current CDC guidance on discontinuing isolation](#) and returning to work or school, summarized here for easy reference. CalCA may allow staff to return in accordance with applicable [CDC and](#) CDPH guidelines, even if not expressly addressed herein. CalCA reserves the right to [modify the guidance to be more conservative if circumstances allow.](#)

[Key points from current CDC guidance:](#)

- [People who are infected but asymptomatic or people with mild COVID-19 should isolate through at least day 5 \(day 0 is the day symptoms appeared or the date the specimen was collected for](#)

the positive test for people who are asymptomatic). They should wear a mask through day 10. A test-based strategy may be used to remove a mask sooner.

- People with moderate or severe COVID-19 should isolate through at least day 10. Those with severe COVID-19 may remain infectious beyond 10 days and may need to extend isolation for up to 20 days.
- People who are moderately or severely immunocompromised should isolate through at least day 20. Consultation with an infectious disease specialist is recommended prior to ending isolation.
- If symptoms recur or worsen, the isolation period should restart at day 0.
- People who cannot wear a mask, including children < 2 years of age and people of any age with certain disabilities, should isolate for 10 days.
- If a person is initially asymptomatic but then develops symptoms within 10 days of testing positive, their 5-day isolation period should start over (day 0 changes to the first day of symptoms).
- _____
- _____

Persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- They have a negative COVID test at day 5 or later OR a At least 10 days have passed since symptom onset **and**
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications **and**
- Other symptoms have improved.

Persons returning to work within 10 days of testing positive or the onset of symptoms must wear an appropriate face covering for at least 10 days.

Persons infected with SARS-CoV-2 who **never develop any COVID-19 symptoms** may discontinue isolation and other precautions 10 days after the date of their first positive RT-PCR test for SARS-CoV-2 RNA, in accordance with the above recommendations regarding obtaining a negative test for an earlier end to isolation.

Staff members who have had close contact with someone with COVID-19 should stay home for at least 10 days after their last exposure to that person. However, anyone who has had close contact with someone with COVID-19 and meets the below criteria, is may not be required to stay home:

- 10 days have passed since the last known close contact and the person wears a face covering and maintains six feet of distance from others while at the workplace for 10 days following the last date (most recent possible date) of close contact. For example, if the person is exposed within their own household, the last date of close contact would be counted from when the household member tests negative.
- The person does not have any symptoms, and has a negative COVID test result within 3 to 5 days after the last known close contact; 7 days have passed since the last known close contact; the person tested negative for COVID-19 using a COVID-19 test with the specimen taken at least five days after the last known close contact; and the person wears a face covering and maintains six feet of distance from others while at the workplace for at least 10 days following the last date of close contact.
- Re-testing may be required every 1 to 2 days following exposure.

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Employees who were **fully vaccinated** before the close contact and **who do not develop COVID-19 symptoms** are not required to quarantine.

Notwithstanding both the CDC and CDPH guidance, CalCA reserves the right to allow employees to work from home and therefore continue their job duties during a quarantine or isolation period without reporting to an in-person work location. CalCA may also ask employees to take a COVID test regardless of vaccination status if the employee is known to be exposed. The Worksite Supervisor will make the final determination of when employees will be asked to take a COVID 19 test in order to report to work in the office setting or any other venue used for in-person activities. Employees who take a COVID test required by CalCA are eligible for reimbursement of any expenses incurred in taking the test(s). [In accordance with current public health guidelines, CalCA will rely mostly on the use of COVID antigen \(rapid\) tests to determine if an employee is positive and potentially still contagious when making decisions regarding quarantine and isolation.](#)

Because PCR tests can remain positive long after an individual is no longer infectious, proof of a negative test maybe waived by the Worksite Supervisor prior to returning to the workplace after documented COVID infection if an employee has persistent positive tests despite a lack of symptoms.

Benefits for Staff Affected by COVID-19

There are many resources available to school staff on the [Virtual Library](#). These resources include information related to available leave under the programs, and wellness resources focused on staff mental and physical wellbeing. For specific questions regarding benefits eligibility please contact [the benefits team](#). Employees will be notified of any state or federal COVID sick leave in effect during the pandemic. [Note that the additional COVID leave granted by the state of California is set to expire on September 30, 2022, unless extended.](#)

California Department of Industrial Relations (DIR)/Labor & Workforce Resources for Staff:

- [Summary Chart: Benefit for Workers Impacted by COVID-19](#)
- [COVID-19 Unemployment Benefits Guide](#)
 - [Benefits Frequently Asked Questions](#)
- [Support Services for those who are Sick or Quarantined, Caregiving, or Dealing with Reduced Work Hours](#)
- [Supportive Services for Basic Needs, Re-Employment, and Rapid Response](#)
- [Resources for Injured Workers](#)
 - [Injured worker benefits](#)
 - [Employer requirements](#)
 - [Details on workers' compensation and COVID-19](#)
 - [Workers' Compensation Presumption \(SB 1159\) Frequently Asked Questions](#)

Rights and Protections for Workers

- [Laws Enforced by the Labor Commissioner's Office](#)
- **VIDEOS:** [Know Your Rights and Responsibilities](#)
- [Update on Essential and Non-essential Workers](#)
- [ABB 685 FAQ on Cal/OSHA Enforcement Authority and Employee Notification](#) *Posted* September 17, 2020

COVID-19 Testing Resources

- [Testing for COVID-19: PCR, Antigen, and Serology](#)
- [Finding a Testing Site](#)

Plan Implementation, Updates and Expiration

This Plan responds to the COVID-19 outbreak. As the pandemic progresses, CalCA will update this Plan and its corresponding processes. The School Leader is responsible for implementation of the Plan, in consultation with the CalCA Safety Committee. This Plan will expire upon conclusion of its need, as determined by CALCA and in accordance with guidance from local, state, and federal health officials.

Appendix A-Sample Employee Questionnaire to Evaluate Employee for COVID-19

Commented [FS3]: NOTE: All forms with changes in the Appendices will be updated following approval for use going forward

Ask employees reporting to work to submit answers to the following questions via the Google Form provided: [INSTRUCTIONS](#) and link to screening form

Symptom Screening Form-CalCA Offices

Please add in your recorded temperature and answer the questions below. Fill this in as your first activity of the day for each day you are working at the office. Do this again for each day you are reporting to one of the two CalCA Offices.

1. Please provide your full name
2. What is your temperature? (answer with one decimal point included; do not round)
3. Have you or anyone in your household had contact in the past 14 days with an individual who is in quarantine, or is a presumptive positive, or has tested positive for COVID-19, that you know of?
4. Are you or anyone in your household currently experiencing any of the following symptoms associated with COVID-19? • a fever over 100.3 degrees • chills • muscle pain • difficulty breathing • sore throat • cough • loss of taste or smell • headache • gastrointestinal symptoms such as nausea/vomiting, diarrhea, loss of appetite.
5. (Optional) If you feel your symptom noted above is related to a different cause and wish to provide an explanation, please feel free to do so. (Example: feeling nausea due to pregnancy)
6. Do you have any reason to believe you or anyone in your household has been exposed to or acquired COVID-19?

Appendix B—Sample COVID-19 Case Investigation Form

Name of Person Completing the Investigation: _____ Date: _____	
Staff-Member/Employee/Contractor Name: _____	
Job Title: _____	
Specific area(s) that employee accessed, and equipment used: _____ _____	
Staff that may have been within 6 ft of the infected employee for at least 10-15 minutes: _____ _____	
Was COVID-19 test offered? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Date and time the infected individual was last present in the workplace: _____	
Date of the positive or negative test and/or diagnosis: _____	
Date the case first had one or more COVID-19 symptoms: _____	
Information received regarding COVID-19 test results and onset of symptoms (attach documentation) <input type="checkbox"/> Yes <input type="checkbox"/> No	
Notice of the potential COVID-19 exposure provided to the following staff-members: _____ _____	
Date: _____	
Did workplace conditions contribute to the risk of COVID-19 exposure? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain: _____ _____	
Was Local Health Department Notified? <input type="checkbox"/> Yes <input type="checkbox"/> No	Date: _____

Appendix C—Authorization to Disclose COVID-19 Diagnosis or Exposure

I understand that the Americans with Disabilities Act, the Family and Medical Leave Act, the California Confidentiality of Medical Information Act, and other privacy laws prohibit California Connections Academy (“CalCA”) from disclosing my medical/health information. However, should I test positive for the COVID-19 virus, receive a positive COVID-19 diagnosis from a licensed health care provider, or be ordered to isolate by a public health official for reasons including, exposure to someone suspected of having COVID-19, I authorize CalCA’s Human Resources Department and/or senior management to disclose that information as outlined in this document. I understand that this authorization shall apply:

1. Upon my receipt of a laboratory-confirmed case of COVID-19;
2. Upon my receipt of a positive COVID-19 diagnosis from a licensed health care provider; or
3. Upon issuance of an order for me to isolate by a public health official for reasons including exposure to COVID-19 by being in close contact with someone who is suspected of having the virus and CalCA receiving notice regarding the same (“Triggering Events”).

In the interest of the health of others, and upon occurrence of one of the Triggering Events, I authorize the CalCA’s Human Resources Department and/or senior management to disclose that information to staff at my worksite, employers of subcontracted staff, and to others whom I may have encountered or come in close contact with at my worksite, including, but not limited to, vendors, visitors, students, and caretakers.

CalCA has advised me that I am not required to do so and that there would be no adverse consequences to my employment if I chose not to do so. Further, the CalCA did not coerce or pressure me to permit this disclosure. In disclosure, CalCA will take reasonable measures to keep my name and identity confidential to the extent possible. However, I recognize circumstances may require identifying me as the infected or exposed individual in order to comply with applicable law or properly warn others so they may take precautionary measures to help prevent further spread of the virus, and there may be times when it is not possible to inform others they may have been exposed to the virus without them learning that it was through contact with me.

I understand that upon occurrence of one of the Triggering Events, this authorization applies without the need for me to sign an additional authorization. This authorization expires on [INSERT DATE], after which the Company will no longer be authorized to disclose this information. I have been advised that I have a right to receive a copy of this authorization.

Signature of Staff-Member

Date

Printed Name

Appendix D—Model Announcement to Employees about Positive Test

We learned [today] that one of our staff-members has tested positive for/contracted the novel coronavirus, COVID-19. [Identify the area(s) where and the date(s) when the individual frequently worked].

If you develop [symptoms](#) including dry cough and fever, please contact your medical provider, and do not come to work. Notify your supervisor as soon as possible. [If you test positive for COVID-19, contact the schools HR Partner immediately.](#)

Due to privacy laws we are not permitted to identify the individual who tested positive for the virus. However, we have gathered the names of those individuals who worked in close proximity to the infected staff-member, ~~over the previous 14 days during the potential time period of exposure.~~ Those individuals should first consult and follow the advice of their healthcare providers or public health department regarding the length of time to stay at home. ~~Staff members who do not develop symptoms should remain home for 14 days. The CalCA Safety Coordinator can also provide additional guidance regarding isolation and quarantine procedures.~~

~~Persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:~~

- ~~* At least 10 days* have passed since symptom onset and~~
- ~~* At least 24 hours have passed since resolution of fever without the use of fever reducing medications and~~
- ~~* Other symptoms have improved.~~

IF INDICATED BY SEVERITY OF OUTBREAK, THE FOLLOWING MAY BE INCLUDED:

The health and well-being of our CalCA staff is paramount. Out of an abundance of caution, we are closing the [LOCATION] office effective [DATES]. While the office is closed, we will clean and disinfect the [LOCATION] office.

All [LOCATION] staff are expected to work from home while the office is closed. Each staff-member should consult with their supervisor for additional instructions.

Should you have any questions or concerns, please contact [INSERT APPROPRIATE CONTACT].

Appendix E—COVID-19 Testing Policy

Policy:

California Connections Academy (“CalCA”) has a duty to provide and maintain a workplace that is free of recognized hazards. ~~The CDPH Order dated August 11, 2021 (“Order”) requires all schools to: Verify vaccine status of all workers; and Conduct diagnostic screening testing for workers who are not fully vaccinated starting October 15, 2021.~~

~~Consistent with the Order, and for~~For purposes of this COVID-19 Testing Policy (“Policy”), “workers” are paid or unpaid adults who physically interact with CalCA students or staff in furtherance of CalCA functions (e.g., staff interacting in administrative offices, etc.).

Vaccination Status Survey:

- CalCA will survey all workers asking if they are fully vaccinated.
- An individual is considered “fully vaccinated” two weeks or more after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna or vaccine authorized by the World Health Organization), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson [J&J]/Janssen).
- CalCA will monitor for updates to the definitions of “fully vaccinated” and collect additional information as needed if the definition is updated by the applicable public health agencies.
- Vaccination status, including boosters, may be needed in order to determine appropriate quarantine procedures

Access to COVID-19 Vaccine:

- CalCA is not requiring workers to become vaccinated, but encourages workers to get fully vaccinated. If you are interested in more information about the COVID-19 vaccine, locations of walk-in clinics, and opportunities to book an appointment for the COVID-19 vaccine, please visit <https://myturn.ca.gov/> website.
- You may also search vaccines.gov, text your ZIP code to 438829, or call 1-800-232-0233 to find locations near you in the U.S.

Fully Vaccinated Workers:

- ~~Fully vaccinated workers do not have to undergo COVID-19 diagnostic screening testing.~~
- ~~Fully vaccinated workers may not have to wear face coverings per CalCA Policy and current public health guidelines. Regardless, fully vaccinated employees are strongly encouraged to wear a face covering per public health guidelines.~~

Acceptable Evidence of Full Vaccination:

- A worker must provide acceptable evidence of vaccination to CalCA in order to be considered fully vaccinated. ~~Per the Order,~~ CalCA can accept one of the following as acceptable evidence of full vaccination:
 - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered; OR
 - a photo of a Vaccination Record Card as a separate document; OR

- a photo of the individual's Vaccination Record Card stored on a phone or electronic device; OR
 - documentation of COVID-19 vaccination from a health care provider; OR
 - digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
 - documentation of vaccination from other contracted employers who follow CDPH vaccination records guidelines and standards.
- Workers can submit evidence of full vaccination through Ultipro, using the instructions provided by the HR Partner for attestation of vaccine status, and for uploading an acceptable proof of vaccine, as listed above.
 - When providing proof of vaccination, workers must not provide any other medical or genetic information to ~~CalCA Charter School~~, including but not limited to underlying conditions or a diagnosis of a medical condition.

COVID-19 Diagnostic Screening Testing for Workers ~~Who Are Not Fully Vaccinated:-~~

~~Consistent with the Order, and for purposes of this Policy, workers who are not fully vaccinated must undergo diagnostic screening testing for the weeks they physically interact with CalCA students or staff. For workers who physically interact with CalCA students or staff less frequently than once per week, they must undergo diagnostic screening testing during the week of the interaction or no greater than one week in advance to obtain a test result before the interaction.~~

- CalCA employees may be required by the organization's current policies and procedures to undergo testing following exposure to COVID, and/or to attend an in-person event or work from one of the school offices.
- This testing will be provided at no cost, either through the provision of antigen test kits and/or through reimbursement to employees for out of pocket costs. CalCA will share information with workers regarding the specifics of testing administration. Workers may choose to seek out a test with their own health care provider or testing center, as long as the test meets CalCA requirements and the test date and results are within the required timeframes.
- Previous history of COVID-19 from which the individual recovered more than 90 days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.
- Any exemption from vaccination does not waive this requirement for testing.

Enforcement:

- Workers who do not comply with this Policy or who are not otherwise eligible for a reasonable accommodation to the testing requirement consistent with applicable law and this Policy may, depending on their position, be placed on unpaid/inactive status until compliance.
- If a worker believes they may be entitled to an accommodation consistent with applicable law and this Policy, they can contact the Director of Business Services ~~Franci Sassin~~ (fsassin@calca-connectionsacademy.org). If requested, CalCA will engage in an interactive process with that individual, and work to identify any possible accommodations as appropriate (e.g., unpaid leave of absence, modified work assignment, etc.). CalCA may not provide an accommodation should it result in a direct threat to health and safety of others or to the individual, and/or if the accommodation will cause an undue hardship for CalCA.
- CalCA may modify enforcement options based on the specific circumstances.

Future Revisions:

- As public health and legal guidance regarding COVID-19 testing at schools evolves, CalCA may revise this Policy accordingly. Upon any revision to this Policy, CalCA will provide notice in writing to workers. This Policy shall be implemented in a manner that is consistent with current federal, state, and local law.

Appendix F—Self-Certification of Vaccination Status-Sample

Employer/Business/Entity Name: California Online Public Schools (CalOPS) dba California Connections Academy Schools

Employee First Name: _____

Employee Last Name: _____

Date of Birth: _____

Pursuant to Cal/OSHA’s Emergency Temporary Standards (ETS) on COVID-19 (Cal. Code of Regs. Title 8 §3205) ~~and CDPH Order dated August 11, 2021~~, employers are required to document the COVID-19 vaccination status of all employees (as described in the COVID-19 Testing Policy). Employers must also keep proper records to demonstrate compliance.

An individual is considered “fully vaccinated” if they provide acceptable evidence of one of the following:

- 2 weeks after completing the 2nd dose of a two-dose COVID-19 vaccine (e.g., Pfizer or Moderna), or
- 2 weeks upon receiving a single dose vaccine (e.g., Johnson & Johnson/Janssen).

Please indicate your vaccination status in response to the questions below. This information will be used to determine various COVID protocols, such as whether you will be required to wear a face covering while at one of the school offices and/or at in-person events or. ~~It may also be used~~ to determine if COVID testing is required.

In order to be considered fully vaccinated and/or currently boosted, an employee must provide acceptable evidence, which includes a photo of the COVID-19 Vaccination Record Card or acceptable digital record (see COVID-19 Testing Policy for more information). This evidence is to be uploaded to Ultipro, per the directions provided to all CalCA employees.

Please select the statement below that accurately describes your vaccination status as of the date indicated below:	
<input type="checkbox"/>	I am fully vaccinated. Type of vaccine: _____ Dates of vaccine: _____
<input type="checkbox"/>	I received my second dose of the Pfizer or Moderna vaccine or my single dose of a Johnson & Johnson vaccine less than two weeks ago.
<input type="checkbox"/>	I received my first dose of Moderna or Pfizer, and my second appointment is scheduled.
<input type="checkbox"/>	I have not yet been vaccinated, but I have already scheduled an appointment to receive my first dose of vaccine.

<input type="checkbox"/>	I have not been vaccinated.
<input type="checkbox"/>	<u>I have received the following boosters:</u> <u>Type of vaccine: _____ Dates of vaccine: _____</u>
<input type="checkbox"/>	I decline to answer whether I have been vaccinated.

All staff who are not fully vaccinated are required to comply with all applicable provisions of the guidance from CDPH on the Use of Face Coverings and with the CalCA COVID 19 Testing Policy. If you decline to provide information about your vaccination status, you are assumed to be unvaccinated for purposes of rules and requirements, which may differ between vaccinated or unvaccinated staff and may differ depending on the status of receipt of booster vaccines as well.

I understand that I am required to provide accurate information in response to the question above. I hereby affirm that I have accurately and truthfully answered the question above. I also understand that if I stated that I am fully vaccinated, my employer may also request, or may be required to collect, documentation of my vaccination status (e.g., a copy of my vaccine card or other similar official document confirming vaccination status). I understand that I may submit updated vaccination information at any time by completing and signing this form, which will then supersede all previous forms submitted.

Signature: _____

Date: _____

Appendix G—Request for Medical Exemption/Accommodation Related to COVID-19 Vaccine

California Online Public Schools dba California Connections Academy (CalCA) (“Employer” or “School”) is committed to providing equal employment opportunities without regard to any protected status and a work environment that is free of unlawful harassment, discrimination, and retaliation. As such, the school is committed to complying with all laws protecting individuals with disabilities or medical conditions. When requested, the Employer/School will provide an exemption/reasonable accommodation for any known medical condition or disability of a qualified individual which prevents the employee from receiving a COVID-19 vaccine, provided the requested accommodation is reasonable and does not create an undue hardship for the School and/or pose a direct threat to the health or safety of others in the workplace and/or to the requesting employee.

To request an Exemption/Accommodation, please complete Part 1 of this form, have your healthcare provider complete Part 2 (the certification portion), and return them to fsassin@calca.connectionsacademy.org. This information will be used by HR or other appropriate personnel to engage in an interactive process to determine whether an employee is eligible for such exemption/accommodation and if so, to determine the reasonable accommodations which can be provided that would enable the employee to perform the essential functions of their position without posing a threat of harm to self or others.

If an employee refuses to provide such information, the employee’s refusal may impact the Employer/School’s ability to adequately understand the employee’s request or to effectively engage in the interactive process to identify possible accommodations. Medical exemptions/accommodations for the COVID-19 vaccine will be considered if the employee provides a written certification by a licensed, treating medical provider [a physician (MD or DO), nurse practitioner (NP), or physician’s assistant (PA)], of one of the following:

1. The applicable CDC contraindication for the COVID-19 vaccine, or
2. The applicable contraindication found in the manufacturer’s package insert for the COVID-19 vaccine, or
3. A statement that the physical condition of the person or medical circumstances relating to the person are such that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances that contraindicate immunization with the COVID-19 vaccine.

Part 1 – To Be Completed by Employee:

Name: _____

Date of Request: _____

Verification and Accuracy

I verify that the information I am submitting in support of my request for an accommodation is complete and accurate to the best of my knowledge, and I understand that any intentional misrepresentation contained in this request may result in disciplinary action. I also understand that my request for an accommodation may not be granted if it is not reasonable, if it poses a direct threat to the health and/or safety of others in the workplace and/or to me, or if it creates an undue hardship on the School/Company.

Signature: _____ Date: _____

Print Name: _____

Part 2 – To be completed by Employer’s Medical Provider

Employee Name: _____

Attention Medical Provider: _____

California Online Public Schools dba California Connections Academy (“Employer”), as a public school organization, may be mandated or may choose to require a COVID-19 vaccination as a condition of employment. The above-named employee is requesting an exemption from this vaccination requirement. A medical exemption from the COVID-19 vaccination may be allowed for certain recognized contraindications.

Please complete the form below. Should you have any questions, please contact Franci Sassin at fsassin@calca.connectionsacademy.org or by phone at 949 306 8498, the Director of Business Services for CalCA.

The above person should not be immunized for COVID-19 for the following reasons (Please check all that apply):

- History of previous allergic reaction to indicate an immediate hypersensitivity reaction to a component of the vaccine.
- The physical condition of the person or medical circumstances relating to the person are such that immunization is not considered safe. Please indicate the specific nature and probable duration of the medical condition or circumstances that contraindicate immunization with the COVID-19 vaccine.
- Other – Please provide this information in a separate narrative that describes the exemption in detail.

I certify that _____ has the above contraindication and request a medical exemption from the COVID-19 vaccination.

Medical Provider Signature: _____

Date: _____

Print Name: _____

Address: _____

Phone number: _____

Appendix H—Request for Religious Exemption/Accommodation Related to COVID-19 Vaccine

California Connections Academy (CalCA) is committed to providing equal employment opportunities without regard to any protected status and a work environment that is free of unlawful harassment, discrimination, and retaliation. As such, the School is committed to complying with all laws protecting employees' religious beliefs and practices. [California Online Public Schools dba California Connections Academy](#) ("Employer" or "School"), as a public school organization, may be mandated or may choose to require a COVID-19 vaccination as a condition of employment.

When requested, the ~~Employer~~School will consider an exemption/reasonable accommodation for employees' sincerely held religious beliefs and practices which prohibit the employee from receiving a COVID-19 vaccine, provided the requested accommodation is reasonable and does not create an undue hardship for the School or pose a direct threat to the health and/or safety of others in the workplace and/or to the requesting employee. Objections to COVID-19 vaccines that are for social, political or economic reasons, for personal preferences or for nonreligious concerns regarding possible side effects of the COVID-19 vaccine, are not considered "religious beliefs" under federal law.

To request an Exemption/Accommodation, please complete this form and return it to Human Resources. This information will be used by Human Resources or other appropriate personnel to engage in an interactive process to determine eligibility for and to identify possible accommodations. If an employee refuses to provide such information, the employee's refusal may impact the School's ability to adequately understand the employee's request or effectively engage in the interactive process to identify possible accommodations.

-Part 1 – To Be Completed by Employee-

Name: _____

Date of Request: _____

Please explain below why you are requesting an Exemption/Accommodation: In some cases, we will need to obtain additional information and/or documentation about your sincerely held religious practice(s) or belief(s). We may need to discuss the nature of your religious belief(s), practice(s) and accommodation with your religion's spiritual leader (if applicable) or religious scholars to address your request for an exception.

If requested, can you provide documentation to support your belief(s) and need for an accommodation and contact information for your religion's spiritual leader?

Yes No

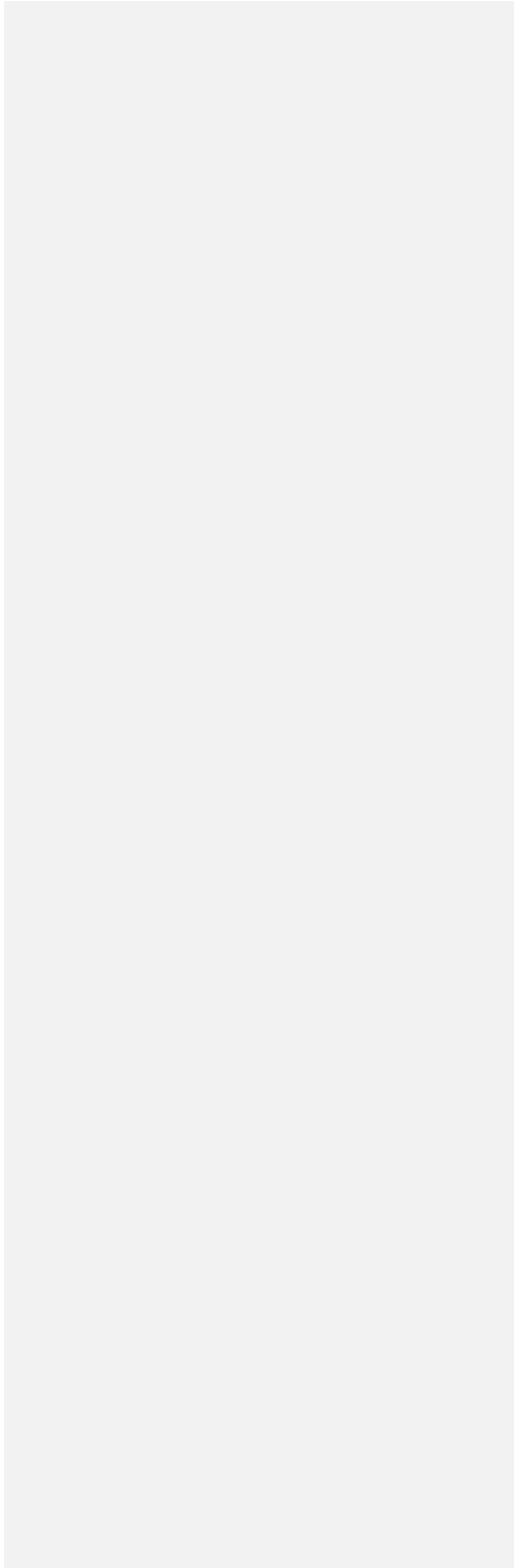
If no, please explain why: _____

Verification and Accuracy

I verify that the information I am submitting in support of my request for an accommodation is complete and accurate to the best of my knowledge, and I understand that any intentional misrepresentation contained in this request may result in disciplinary action. I also understand that my request for an accommodation may not be granted if it is not reasonable, if it is determined that the belief is not sincerely held or is not religious in nature, if it poses a direct threat to the health and/or safety of others in the workplace and/or to me, or if it creates an undue hardship on the School.

Signature: _____ Date: _____

Print Name: _____



American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeusesinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs

may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

California Connections Academy Southern California

Option for ensuring safe in-person instruction and continuity of services:
will amend its plan

1. Please choose one:

The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

The LEA is submitting a new plan and will post it within 30 days of receiving funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

California Connections Academy (CalCA) has a Board approved COVID-19 Preparedness, Prevention, and Response Safety Plan. This plan was Board approved on April 27, 2021. This plan was drafted with all CDC, CDPH, and Cal/OSHA safety recommendations in mind. Our organization is constantly monitoring for any new or changing updates to CDC, CDPH, and Cal/OSHA health and safety orders and will take those into account when modifying and updating any health and safety procedures. CalCA coordinated efforts with both the San Joaquin County Office of Education and Orange County Office of Education as well as other local agencies to help ensure that any staff member that wanted to be vaccinated was able to immediately upon their appropriate tier becoming available. CalCA will continue to monitor for any new or changing updates to CDC, CDPH, and

Cal/OSHA health and safety orders and take those into account when modifying and updating any current and future health and safety procedures. CalCA also has Health and Safety Policies and a School Safety Plan in place, both of which are reviewed and updated regularly.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

California Connections Academy is a fully online virtual school. In the unfortunate event of future instances of isolation, quarantine, or school closures, CalCA is confident it can continue to provide high quality service to all students. CalCA strives to set a new standard for virtual education excellence in California. Students have benefitted from a top-quality online curriculum that meets all California Common Core State Standards for many years. Each student has one or more fully qualified California-certified teacher working with expert curriculum specialists to tailor the curriculum to meet that student's individual learning needs. More than an online school, CalCA is a virtual K-12 learning community that connects students, teachers, and families through unique technology tools as well as synchronous and one-on-one interaction. Students and their families can count on sophisticated support for their curriculum, technology, special education, and digital learning platform needs, so that they can focus on academic progress and achievement. Consistent with applicable law, as a virtual school, CalCA serves students in grades TK-12. CalCA represents an outstanding educational choice which provides high quality distance learning for enrolled families.

Some of the supports provided for students with disabilities and English learners in our virtual school program include: built in assistive technology such as Dragon Naturally Speaking Software, additional support for parents and caretakers newly navigating distance learning, increased 1:1 support from teaching staff, and additional 1:1 devices offered for students with exceptional needs, (including for foster and homeless students), as well as ongoing collaboration with related service providers to determine the effectiveness of virtual services. Homeless and foster students are placed into a special support 'section' with a Homeless/Foster Liaison who will then reach out to the family to check to see what types of supports they need and provide information regarding resources available in their specific city/county.

In addition to academic needs, CalCA also works to meet social emotional and mental health needs. To begin, CalCA has a credentialed counselor to student ratio of 200 to 1, which is below the American School Counselors Association's recommended 250 to 1. This lower ratio allows for a more personalized support of our students. The counseling department has a well defined and communicated method for identifying, monitoring, and supporting students in distress. In addition, twice per year, all school staff are trained in how to identify students in distress and how to communicate this with the appropriate member of the counseling department. When needed, students are referred to virtual mental health services. The counseling department also hosts a virtual anxiety and depression group that meets on a regular basis.

CalCA is a virtual charter school and instruction is delivered exclusively online. The school is defined under state law as non-classroom based using the independent study model. The school does offer certain face to face, in-person activities which normally include but are not limited to educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, none are considered "classroom instruction" by school policy. While on occasion these in person activities may exceed two hours in length, they are not held in facilities operated by the school, so meals are not required to be offered under state law (California Education Code 47613.5(b)). We do not have a cafeteria facility. The school does provide families with information about meal resources in their local communities.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

California Connections Academy, has the unique opportunity to take full advantage of existing involvement processes. Stakeholder feedback, especially from parents and students, has always been very important to the organization. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholders to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results. Specifically relating to elements of this plan, over the past year as the organization addressed the effects of the pandemic and developed strategies to address student needs, CalCA sought input from Executive Leadership, Teacher Leadership, and the School Advisory Committee. There were two main areas of feedback provided through the School Advisory Committee. The first focused on the area of providing socialization activities. The second focused on providing school based social and emotional well-being supports. The main aspect of this plan (and other plans such as the LCAP) influenced by the stakeholder input was the section on mental health and social and emotional well-being, a component of which will be virtual socialization opportunities.

In addition, the LEA provides the following assurances:

- The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.
 - Please insert link to the plan:
<https://www.connectionsacademy.com/california-online-school/overview/governance/notices>
- The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- The LEA will periodically review and, as appropriate revise its plan, at least every six months.
- The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
- If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
- The LEA has created its plan in an understandable and uniform format.
- The LEA's plan is, to the extent practicable, written in a language that parent can understand, or if not practicable, orally translated.
- The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Frances Sassin, Director of Business Services, c/o 33272 Valle Rd, San Juan Capistrano, Orange County, CA 92675, email fsassin@calca.connectionsacademy.org

American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeuseseseinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs

may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

California Connections Academy North Bay

Option for ensuring safe in-person instruction and continuity of services:
will amend its plan

1. Please choose one:

The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

The LEA is submitting a new plan and will post it within 30 days of receiving funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

California Connections Academy (CalCA) has a Board approved COVID-19 Preparedness, Prevention, and Response Safety Plan. This plan was Board approved on April 27, 2021. This plan was drafted with all CDC, CDPH, and Cal/OSHA safety recommendations in mind. Our organization is constantly monitoring for any new or changing updates to CDC, CDPH, and Cal/OSHA health and safety orders and will take those into account when modifying and updating any health and safety procedures. CalCA coordinated efforts with both the San Joaquin County Office of Education and Orange County Office of Education as well as other local agencies to help ensure that any staff member that wanted to be vaccinated was able to immediately upon their appropriate tier becoming available. CalCA will continue to monitor for any new or changing updates to CDC, CDPH, and

Cal/OSHA health and safety orders and take those into account when modifying and updating any current and future health and safety procedures. CalCA also has Health and Safety Policies and a School Safety Plan in place, both of which are reviewed and updated regularly.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

California Connections Academy is a fully online virtual school. In the unfortunate event of future instances of isolation, quarantine, or school closures, CalCA is confident it can continue to provide high quality service to all students. CalCA strives to set a new standard for virtual education excellence in California. Students have benefitted from a top-quality online curriculum that meets all California Common Core State Standards for many years. Each student has one or more fully qualified California-certified teacher working with expert curriculum specialists to tailor the curriculum to meet that student's individual learning needs. More than an online school, CalCA is a virtual K-12 learning community that connects students, teachers, and families through unique technology tools as well as synchronous and one-on-one interaction. Students and their families can count on sophisticated support for their curriculum, technology, special education, and digital learning platform needs, so that they can focus on academic progress and achievement. Consistent with applicable law, as a virtual school, CalCA serves students in grades TK-12. CalCA represents an outstanding educational choice which provides high quality distance learning for enrolled families.

Some of the supports provided for students with disabilities and English learners in our virtual school program include: built in assistive technology such as Dragon Naturally Speaking Software, additional support for parents and caretakers newly navigating distance learning, increased 1:1 support from teaching staff, and additional 1:1 devices offered for students with exceptional needs, (including for foster and homeless students), as well as ongoing collaboration with related service providers to determine the effectiveness of virtual services. Homeless and foster students are placed into a special support 'section' with a Homeless/Foster Liaison who will then reach out to the family to check to see what types of supports they need and provide information regarding resources available in their specific city/county.

In addition to academic needs, CalCA also works to meet social emotional and mental health needs. To begin, CalCA has a credentialed counselor to student ratio of 200 to 1, which is below the American School Counselors Association's recommended 250 to 1. This lower ratio allows for a more personalized support of our students. The counseling department has a well defined and communicated method for identifying, monitoring, and supporting students in distress. In addition, twice per year, all school staff are trained in how to identify students in distress and how to communicate this with the appropriate member of the counseling department. When needed, students are referred to virtual mental health services. The counseling department also hosts a virtual anxiety and depression group that meets on a regular basis.

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4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

California Connections Academy, has the unique opportunity to take full advantage of existing involvement processes. Stakeholder feedback, especially from parents and students, has always been very important to the organization. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholders to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results. Specifically relating to elements of this plan, over the past year as the organization addressed the effects of the pandemic and developed strategies to address student needs, CalCA sought input from Executive Leadership, Teacher Leadership, and the School Advisory Committee. There were two main areas of feedback provided through the School Advisory Committee. The first focused on the area of providing socialization activities. The second focused on providing school based social and emotional well-being supports. The main aspect of this plan (and other plans such as the LCAP) influenced by the stakeholder input was the section on mental health and social and emotional well-being, a component of which will be virtual socialization opportunities.

In addition, the LEA provides the following assurances:

- The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.
 - Please insert link to the plan:
<https://www.connectionsacademy.com/california-online-school/overview/governance/notices>
- The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.
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- The LEA's plan is, to the extent practicable, written in a language that parent can understand, or if not practicable, orally translated.
- The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

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Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Frances Sassin, Director of Business Services, c/o 33272 Valle Rd, San Juan Capistrano, Orange County, CA 92675, email fsassin@calca.connectionsacademy.org

American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeuseseseinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs

may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

California Connections Academy Central Valley

Option for ensuring safe in-person instruction and continuity of services:
will amend its plan

1. Please choose one:

The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

The LEA is submitting a new plan and will post it within 30 days of receiving funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

California Connections Academy (CalCA) has a Board approved COVID-19 Preparedness, Prevention, and Response Safety Plan. This plan was Board approved on April 27, 2021. This plan was drafted with all CDC, CDPH, and Cal/OSHA safety recommendations in mind. Our organization is constantly monitoring for any new or changing updates to CDC, CDPH, and Cal/OSHA health and safety orders and will take those into account when modifying and updating any health and safety procedures. CalCA coordinated efforts with both the San Joaquin County Office of Education and Orange County Office of Education as well as other local agencies to help ensure that any staff member that wanted to be vaccinated was able to immediately upon their appropriate tier becoming available. CalCA will continue to monitor for any new or changing updates to CDC, CDPH, and

Cal/OSHA health and safety orders and take those into account when modifying and updating any current and future health and safety procedures. CalCA also has Health and Safety Policies and a School Safety Plan in place, both of which are reviewed and updated regularly.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

California Connections Academy is a fully online virtual school. In the unfortunate event of future instances of isolation, quarantine, or school closures, CalCA is confident it can continue to provide high quality service to all students. CalCA strives to set a new standard for virtual education excellence in California. Students have benefitted from a top-quality online curriculum that meets all California Common Core State Standards for many years. Each student has one or more fully qualified California-certified teacher working with expert curriculum specialists to tailor the curriculum to meet that student's individual learning needs. More than an online school, CalCA is a virtual K-12 learning community that connects students, teachers, and families through unique technology tools as well as synchronous and one-on-one interaction. Students and their families can count on sophisticated support for their curriculum, technology, special education, and digital learning platform needs, so that they can focus on academic progress and achievement. Consistent with applicable law, as a virtual school, CalCA serves students in grades TK-12. CalCA represents an outstanding educational choice which provides high quality distance learning for enrolled families.

Some of the supports provided for students with disabilities and English learners in our virtual school program include: built in assistive technology such as Dragon Naturally Speaking Software, additional support for parents and caretakers newly navigating distance learning, increased 1:1 support from teaching staff, and additional 1:1 devices offered for students with exceptional needs, (including for foster and homeless students), as well as ongoing collaboration with related service providers to determine the effectiveness of virtual services. Homeless and foster students are placed into a special support 'section' with a Homeless/Foster Liaison who will then reach out to the family to check to see what types of supports they need and provide information regarding resources available in their specific city/county.

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- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeuseseseinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

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LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

California Connections Academy Northern California formerly known as California Connections Academy @ Ripon

Option for ensuring safe in-person instruction and continuity of services:
will amend its plan

1. Please choose one:

The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

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State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-23

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: California Connections Academy Schools District CDS Code: 66464-0106765

Name of County: Orange County CDS Code: 30

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 09 / 27 / 2022 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Richard Savage Superintendent
Name Signature Title

949-240-7895 949-461-1667 _____
Fax Number Telephone Number Date

33272 Valle Rd, San Juan Capistrano, CA 92675
Mailing Address

rsavage@calca.connectionsacademy.org
E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name

Signature

Title

Fax Number

Telephone Number

Date

Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subject(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

10

Bilingual Authorization (applicant already holds teaching credential)

0

List target language(s) for bilingual authorization:

Resource Specialist

0

Teacher Librarian Services

0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	7
Special Education	4
TOTAL	12

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Mathematics	3
Chemistry	2
Physical Science	2

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. We do have interns for PPS credentials currently, and also some student teachers

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 2 to 3

If yes, list each college or university with which you participate in an internship program.

University of LaVerne (ULV), National University (NU)

If no, explain why you do not participate in an internship program.

The 2021-2022 school year was our first year to use interns through our existing relationship with ULV. We are expanding to include NU.

Our network/CMO, California Connections Academy Schools, governed by the non-profit California Online Public Schools, has six online charter LEAs in operation in 2022-23



FISCAL POLICIES and CONTROLS

APPROVED BY BOARD OF DIRECTORS OF CALIFORNIA ONLINE PUBLIC SCHOOLS on August 23, 2022

Background

California Online Public Schools (CalOPS) is a California public benefit corporation (the Organization), with non-profit status from the IRS, which operates a network of public charter schools known as California Connections Academy Schools. This network of charter schools is referred to as School or Schools in this policy.

Purpose

The Board of CalOPS believes in implementing and following fiscal management practices to ensure that the Organization's funds are appropriately managed in order to support the Organization's and its Schools' mission and avoid any liability that could be attributed to the Board resulting from mismanagement. The Organization refers to the "California Charter School Accounting and Best Practices Manual" developed by Fiscal Control and Management Assistance Team (FCMAT) for guidance in the review and updating of these policies.

Policy

School and corporate funds will be budgeted, accounted for, expended, and maintained in an appropriate fashion and in accordance with applicable Federal and State requirements. The following procedures have been established to facilitate this.

Procedures

A. Budgets

The Chief Financial Officer of the Schools, in consultation with the Schools' Chief Executive

Officer⁽¹⁾ and with the support of the financial services provider⁽²⁾ and other relevant staff members, will coordinate the preparation of an annual operating budget with estimated revenue and expenditures prior to June 20 for the following fiscal year, defined as the twelve-month period ending June 30, unless otherwise required by law or other contract. The Board shall review and approve the budget prior to July 1 of each year. A fiscal year forecast based upon updated assumptions will be prepared before the opening of the new School year.

Approved annual operating budgets will be submitted to appropriate entities required by law in the format required by statute and/or regulation and/or contractual agreements, and by any required deadlines.

Approved budgets will be used to monitor the financial activities of the year via the monthly financial reports. In addition, cash flow analysis (when needed), budget projections, and budget revisions, will be prepared periodically during the year to adjust for changes in revenue or expenses.

Budgets will be prepared that show the revenue and expenditures and financial position for each School, as well as the Organization as a whole.

B. Controls, Budget, and Fiscal

The School will maintain the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accordance with amounts specified in the board-adopted budget, (2) the Organization and Schools' funds are managed and held in a manner that provides a high degree of protection of the Organization's assets, and (3) all transactions are recorded and documented in an appropriate manner:

1. Segregation of Duties

Each School will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. These expenditures will primarily be those expenditures not covered under the fees based on the Statement of Agreement with Connections Education LLC, dba Pearson Online and Blended Learning dba Pearson Virtual Schools USA (Connections). Proposed expenditures that are not pre-approved via Board action of a contracted amount should be approved by an administrator, who will review to determine whether it is consistent with the Board-adopted budget. An approved signer on the account will sign or otherwise approve purchase orders, check request forms, credit card expenses, or invoices. All checks or purchases over Five Thousand (\$5,000) Dollars must be co-signed by two employees or officers who have been approved as a signatory on the School's checking account. Dual approval through electronic methods is also acceptable. Payments for invoices for operational services contracted by the School, and previously approved by the Board, including those for services provided by Connections, do not need to be countersigned or dually approved. Annually, the Chief Financial Officer will present a list of regular recurring expenses with estimated amounts of the payments to

¹ The Chief Financial Officer currently holds the title of Director of Finance. The Chief Executive Officer currently holds the title of Superintendent and may also be referred to as the School Leader. These titles are subject to change.

² Connections Education, LLC, dba Pearson Online and Blended Learning dba Pearson Virtual Schools USA is a current provider of fiscal support services to the organization. This function would be carried out by the new provider upon a change in the provider.

be made for pre-approval by the Board. Any payment made to a vendor on this list during each fiscal year, within the predetermined and pre-approved range, may be made with only one level of approval, rather than the two required for large, non-recurring expenses.

The monthly invoices from Connections for products or services that are part of the approved fee schedule will be approved and/or ratified by action of the Board.

All transactions will be posted on an electronic general ledger by a bookkeeper or through the account manager assigned by the approved fiscal services provider. This ledger will be maintained either with the local contracted bookkeeper, or with the fiscal services provider but will be available upon request by the Organization or any School at any time. To ensure segregation of recording and authorization, the bookkeeper or assigned account manager may not co-sign check requests or purchase orders or approve purchases or expenses.

2. Banking Arrangements/Reconciliation

The Organization will maintain its accounts at a federally insured commercial bank or credit union in California, as approved by the Board. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments. For all funds, the Board must appoint and approve all individuals authorized to sign checks or approve payments in accordance with these policies.

Public funds received on behalf of any of the Schools may be held in a county Treasury account and passed through to the Organization's commercial bank upon request of the Chief Financial Officer and/or board approved designee.

Bank statements from private banking institutions will be available online or through a downloaded digital copy to the Organization's bookkeeper or assigned account manager for reconciliation. A report of the reconciliation will be provided to the Chief Financial Officer on a monthly basis and to the Board Treasurer upon request.

3. Purchasing Procedures

This section applies to purchases made by the Organization or Schools, and does not apply to purchases made by Connections pursuant to the Statement of Agreement with the Organization and/or Schools. All purchases or contracts over Twenty Thousand (\$20,000) Dollars must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services and should be approved by the Board, however, the Board may approve a designee to sign such contracts following Board approval. For purchases over Ten Thousand (10,000) Dollars, evidence of a good faith effort to secure the lowest possible cost should be made and documented. The administrator shall not approve invoices, purchase orders or check requests lacking such documentation and must also comply with the School's Procurement Policies. Documentation of the comparable bids and the Board decision, when applicable, shall be available prior to approval of

checks, invoices and purchase order requests showing that at least two (2) vendors were contacted and such documentation shall be maintained in accordance with the retention policies for temporary fiscal records. If specialty goods or services are not available through multiple vendors, documentation may include this information in lieu of a cost comparison.

No public funds shall be expended for the purchase of alcoholic beverages. Other employee travel and expense reimbursement procedures are described below.

Designees may purchase supplies, materials, equipment, and services up to the amounts specified in the approved budget or per an approved Board action, while ensuring the above procedures are followed.

4. Record Keeping

Transaction ledgers, invoices, receipts, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by the Organization in accordance with applicable state law, and as required in any contract or agreement, in a secure location for at least seven (7) years as set out in the Records Retention policy, or as long as required by applicable law, whichever is longer. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored electronically. Paper documents may be compiled and stored in an on-site or off-site location after completion of the annual audit. The Schools will not typically charge for the costs of copying records when records are being requested by an oversight agency, through a subpoena, or in accordance with public records regulations, however, the Schools reserve the right to do so at a rate not to exceed twenty-five cents (\$0.25) per page. The School will attempt to provide records electronically, however, the actual cost of mailing records may be charged to the requestor. Copying charges only apply to the cost of reproduction, not to time spent searching for records. However, if electronic records are requested, the time needed to create an electronic version may be charged to the requestor.

5. Fixed Assets

The local contracted bookkeeper or the fiscal services provider shall establish and maintain and regularly update a listing of all equipment or furniture purchased by the School of with a value of over Five Thousand (\$5,000) Dollars. When the individual piece of equipment or furniture has an initial value over Five Thousand (\$5,000) Dollars it will be considered a capital asset rather than a non-capitalized expenditure. The listing shall include the original purchase price and date, a brief description, serial numbers or other identifying information when available, and other information appropriate for documenting the School's assets. The School shall maintain a separate segregated list of assets that were purchased with non-public funds, where applicable.

6. Cash Collections

All incoming checks or cash will be verified and entered into a check log in accordance with any internal control procedures developed by the school. All checks will be restrictively endorsed promptly. Receipts will be issued upon request. Any cash received must be deposited at the bank.

When checks are taken or mailed for deposit, the person taking the checks will sign a separate log with the date and total amount taken for deposit. Checks may also be scanned and endorsed for electronic deposit to the bank, in which case the deposit record will be reviewed by a person separate from the one creating the electronic deposit. The deposit total and/or check images will be compared with the deposit record on the bank statements. All cash and checks will be kept locked up prior to deposit. Deposits should be made as soon as possible on receipt of checks and/or cash and with a target of one week of receipt. Some payments for certain school activities may be held longer if needed.

The Organization and its Schools may accept electronic payments, via Zelle (or another similar system). All payments will be tracked monthly and provided to the bookkeeper for proper record keeping for budgetary purposes. Tracking will consist of the person who is sending the payment, the reason for the payment and the correct recipient for the payment. Deposits made electronically will be compared with the deposit record on the bank statements monthly.

7. Attendance Accounting

The Chief Financial Officer or designee, in consultation with the Chief Executive Officer, will establish and maintain an appropriate attendance accounting system to ensure each School receives appropriate attendance credit. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with applicable state regulations.

8. Annual Audit

The Board or its Audit Committee (if one exists) shall contract for the services of an independent public accountant to perform an annual fiscal audit in compliance with State law. The audit shall cover the business of the Schools and Organization during the full fiscal year; be a financial audit conducted in accordance with generally accepted auditing standards; and, include, but not be limited to, (1) an analysis of each School's compliance with applicable laws and regulations; (2) any recommendations for improvement by the Organization; (3) any other comments deemed pertinent by the auditor, including the auditor's opinion regarding the financial statements; (4) an audit of the accuracy of the School's and Organization's financial statements, (5) an audit of each School's attendance accounting records, and (6) an audit of the School's internal controls practices. If the School receives over the current threshold established by the federal Office of Management and Budget from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit shall be completed and submitted to the Board for review at a public meeting as soon as reasonably possible following the close of the fiscal year for which the audit is conducted and as mandated by state, charter or other law. Copies of the Audit will also be forwarded to any entities or public agencies, as required by the state's Charter School law, the charter and other relevant state regulations.

The Audit engagement and review process may be conducted by the Board's Audit Committee (if one is formed) on behalf of the Board.

9. Fiscal Reports

The following reports will be prepared for Organization and maintained by the fiscal services provider on a monthly basis, will be reviewed by the Chief Financial Officer, and will be reported to the Board and/or its Treasurer. The financial information will be separated by School as necessary to allow review of the revenues and financial position of each School.

- Revenue and Expense Statement for the current fiscal year – showing actual results for the months already past and forecasts for future months
- Balance Sheet(s)
- Bank Reconciliation – listing all of the deposits and withdrawals for the period under review
- Accounts Receivable Detail
- Payroll Registers and/or compensation summaries
- Connections Education, LLC Invoices – showing the fees for the month, drawn off of the revenue and expense statement
- Enrollment Reports – showing the demographic makeup of the students who have enrolled in the School as well as other related statistical data, including data used to determine the monthly fees.

10. Property and Liability Insurance

As per the terms of the Statement of Agreement and the Schools' charters, Connections shall ensure that the School retains appropriate property and liability insurance coverage in accordance with the respective state law. Directors and Officers liability insurance for the Board shall also be obtained. Insurance will be kept in force at all times with any minimum limits as outlined in the charter, state law, and Statement of Agreement between the Organization and Connections Education, LLC. Certificates of insurance and/or additional insurance requirements will be provided upon request in order to meet the needs of the Organization and Schools. The Organization may also seek out and obtain insurance coverage separately, upon approval by the Board, if in the best interests of the Organization.

11. Contract Signing Authority

Unless otherwise authorized or designated by the Board, all contracts entered into by the School for a monetary amount over Twenty Thousand (\$20,000) Dollars shall require the signature of the Chief Executive Officer or Board President. Routine contracts for the operation of the School such as for field trips, school events, state testing proctors and testing sites, janitorial services, other services etc. in a monetary amount of less than Twenty Thousand (\$20,000) Dollars may be signed by the Superintendent, Deputy Superintendent, Principal, Director of Finance or Director of Business Services.

12. Corporate Tax Returns

The Board will annually engage someone to prepare and submit the annual tax returns (Form 990 and Form 199) for the corporation of the Organization. The Board (and/or the Audit

Committee of the Board) will annually review its policies and practices to be sure it is complying with any regulations or requirements of the Internal Revenue Service. Prior to submission of the tax returns, the Chief Financial Officer and/or other designated staff of the school will review the tax returns for accuracy. Following completion of a final draft of the tax returns, the Board will receive and review the returns prior to the submission deadline. Appropriate extensions may be filed when needed. Typically, an annual extension from the November deadline to May is expected as the annual audit has not yet been conducted prior to November 15. Other extensions may be filed if necessary to allow for thorough preparation and review of the tax returns prior to submission.

13. Petty Cash

One or more petty cash funds, not to exceed Three Hundred (\$300) Dollars each, may be established by the Organization with an appropriate ledger to be reconciled periodically, but at least quarterly, by an administrative support employee who does not normally handle the petty cash. Petty cash expenditures are typically small amounts, usually less than one hundred (\$100) dollars, and do not need to be pre-approved by an administrator.

14. Staffing and Staff Compensation

Executive Compensation

As a best practice for a non-profit organization, at the time of hiring or increasing the compensation of the Chief Executive Office, the Director of Business Services and Chief Financial Officer, the Board will review a comparison of salaries for chief executives (for example, superintendent,, principal , director , administrator, school leader, executive director, etc.) and CFOs (Chief Business Officials, Business Directors, Business Services Administrators, etc.) at other similar schools or organizations and make a determination, to be recorded in the minutes of the Board, that the proposed compensation for each position is “just and reasonable”. If compensation is increased by the same amount as all other employees, such as for an annual across the board raise, this process is not required.

Discretionary Incentive Pay Policy

Qualifying employees of California Online Public Schools, a nonprofit public benefit corporation that operates the California Connections Academy Schools (“Employer”) may, from time to time, be awarded discretionary incentive pay subject to the terms and conditions of this Discretionary Incentive Pay Policy (“Policy”).

Employer shall determine, in its sole and absolute discretion, the following: (1) if any incentive pay will be awarded; (2) the amount of the incentive pay to be awarded; (3) additional eligibility factors for incentive pay, if any; (4) the recipients of the incentive pay; and (5) when incentive pay will be awarded and paid to recipients. Employees have no expectation of receiving any incentive pay under this Policy and there is no guarantee that an employee’s receipt of incentive pay will result in receipt of any future incentive pay. This policy may be amended from time to time in Employer’s sole discretion.

Minimum Eligibility Requirements

To be eligible for incentive pay under this Policy, the employee must, at a minimum, be employed by Employer on the date the payment is to be made. The Superintendent or designee may impose additional eligibility requirements in his or her sole discretion.

New Hire Payment

To help Employer hire the best possible candidates for employment and/or to fill those positions that are difficult to fill or are high-need, Employer has discretion to offer newly hired employees a one-time hiring incentive payment of up to \$10,000 per employee. Employer may award new hire payments where the Superintendent or designee determines, in his or her sole discretion, that any of the following conditions exist: the position is high need, there is a lack of qualified applicants, there is an urgency to fill the position, and/or any other relevant consideration.

Retention Payment

To help Employer retain qualified employees, build institutional knowledge and promote stability throughout the school, Employer has discretion to pay employees a retention payment in an amount not to exceed 10% of the employee's annual base salary. Any such retention payment may be paid to the employee in installments over the course of the school year and the employee's right to payment must be conditioned on his or her continued employment with Employer on the date the retention payment is to be made.

Performance Payment

To encourage and reward excellent performance, Employer has discretion to award employees a payment of up to 20% of the employee's salary, in an amount not to exceed \$12,000 annually per employee, unless approved by Employer's governing board for a higher cap. Employer may award performance payments where the Superintendent or designee determines, in his or her sole discretion, that it is warranted based on any of the following achievements or contributions by the employee as an individual or by the school as a whole: curriculum development, student performance improvements, positive evaluations, and/or any other relevant consideration. Employees must have advance administrative approval to undertake curriculum development or other projects that could qualify for a performance payment.

15. Independent Contractors

If the Organization or School engages anyone to provide services who is classified as an Independent Contractor, the Organization will track and document the payments in a manner that will allow reporting to the IRS as required. Purchasing products from a vendor such as food or supplies is not considered a service. The IRS reporting applies to all contractors that provide services and that are not incorporated, and to all lawyers regardless of incorporation. A

determination must be made in accordance with current state and federal guidelines as to whether a service provider qualifies as an Independent Contractor, based on the concepts of the degree of control over the contractor and the type of services provided. If the contractor does not meet the currently recognized standards as an independent contractor, then that person may need to become an employee of the Organization in order to provide the service. The Chief Financial Officer will be responsible for the required annual reporting for all Independent Contractors hired directly by the Organization and/or Schools and will require appropriate documentation to support the proper reporting to the IRS and other applicable agencies, including collecting an IRS W9 form from each contractor upon engagement, and then as needed when information is updated by the contractor.

16. Fundraising and Donations

While the majority of the revenues for the Schools are from government sources, the Schools do on occasion receive donations from private sources. Donations received will be used for School operating purposes, and typically are used to support activities which directly support students, such as field trips, school in-person events and graduation ceremonies. If supplies or equipment are purchased with donated funds, or if supplies or equipment are donated to the Schools, these become the property of the Organization. If the donation exceeds Five Thousand (\$5,000) Dollars in value, it must first be accepted by the action of the Board and the donor should indicate the purpose of the donation and any restrictions on use so the Board can determine whether to accept the donation and abide by any restrictions. Donated funds should not be used to pay for personnel costs, unless otherwise approved by the Board. If a single donation of Two Hundred Fifty (\$250) Dollars or more is received, the Organization will issue a written acknowledgement to the donor.

The Schools do not typically engage in fundraising activities whereby funds are donated directly to the Schools as part of the fundraiser. Students may on occasion organized fundraisers that benefit other charitable organizations or private persons (for example a family experiencing a severe loss), but funds for these activities should not flow through the School accounts and funds should be go directly to the organization who is benefitting from the fundraiser.

17. Expenditures on Political Activities

The Organization has received non-profit (501 (c) (3)) status from the IRS, and as such, expenses for certain political activities are not allowable. The type of expenditures includes but is not limited to staff time, use of school office equipment or supplies, travel expenses, etc. The types of activities which would are not allowed include:

- Endorsement of or opposition to any candidate for any public office
- Contributions to political parties or political action committees
- Expenditures for political advertisements
- Endorsement of or opposition to any ballot measure

The Organization's employees, Board members and other representatives may engage in the above political activities on their own time, using their own personal assets and resources, however, they may not act or appear to be acting on behalf of the Schools or Organization, and may not use

Organization resources to assist any non-allowable political activities.

The Schools and Organization may expend a very limited amount of funds on allowable political activities. Allowable activities would be grassroots lobbying efforts on legislative matters which may have an impact on the School or Organization, such as proposed, pending or current legislative bills, laws, regulations, etc. Typically the resources used for this type of allowable activity would be a small amount of staff time to contact or meet with legislators. Staff time and other costs, if applicable, for allowable political activities will be estimated annually and reported with the best estimate of cost on the Organization's tax returns.

No federal funds, or assets obtained from federal funds, may be used for any political purpose.

18. Expense Reimbursement and Travel

Additional details of the procedures and guidelines for expense reimbursement will be developed and distributed by the Chief Financial Officer or designees, however, the following general procedures will be used when developing the more detailed procedures:

1. Expenses must be accompanied by a copy of the receipt prior to reimbursement. If a receipt is lost, a "Lost Receipt" form will be completed and approved.
2. Expense reimbursement requests will be reviewed and approved by designated managers, administrators and/or administrative support staff prior to reimbursement.
3. Employee meal reimbursement amounts will follow a standard amount, published annually to employees. Exceptions made will be within reason and will be approved by the Chief Financial Officer or Chief Executive Officer.
4. Expenses should be submitted for reimbursement within 30 days of incurring the expense, and ideally no later than 60 days. Employees will be informed that if expenses are not submitted within this time frame, the reimbursement may be denied.
5. Expense reimbursements will be submitted using acceptable current methods. The online expense reimbursement system currently in use by the Organization is Concur. Most expenses should be submitted using this system, although some expenses may also be reimbursed to employees or board members using a check request form or petty cash.
6. Notes should be included to explain the business purpose of the expense, and should include significant details such as the event, the persons participating, any unusual circumstances, etc.
7. Employee mileage reimbursement will follow the Schools' current guidelines and may include a reduction for work from home employees who travel for work purposes during normal working hours. The mileage reimbursement rate will be in accordance with the current rate issued by the IRS. Traffic or parking violations are the responsibility of the employee.
8. Out-of-state travel requires pre-approval from the Chief Executive Officer or Board.
9. Expenses that are subject to reimbursement must be for activities which support

the mission of the Schools and its students. Examples of allowable expenses include travel and conference, mileage, meals, car rentals, school and office supplies, academic expenses, and other approved expenses.

10. Expenses that do not support the mission of the Schools and its students are not allowable and are not reimbursable. If a type of expense is in doubt, it should be presented to the Board for a determination as to whether it supports the School and is part of the School budget. Expenses which are purely for an employee's convenience are not reimbursable. Examples of non-allowable expenses include any alcohol, tobacco or drugs; medical expenses; memberships to health clubs or travel lounges; travel insurance; hotel honor bar; valet parking; laundry, cleaning or personal grooming expenses; theft or loss of personal property (unless the employee was on school business and had reasonably secured their belongings); personal expenses for the home while traveling including home or yard care, babysitting or pet sitting fees; personal entertainment including movies, video games, magazines, live shows or sporting events, entry fees, etc. (Note: Some costs of entertainment activities listed here may be allowable if they are incurred as part of a pre-approved team building activity which has a benefit to and in support of the School.) Reimbursement for gifts of any kind, including flowers, food or gift cards, is never allowed.
11. Tips for meals are allowable in appropriate circumstances where the employee received service, but should not exceed twenty percent (20%).
12. All orders for payment of money to a member of the Board may only be drawn for travel expenses, or subsistence allowances.

The vast majority of expenses should be paid for through the School and Organization's usual methods of payment so that employees incur a minimal amount of out of pocket expenses that need to be reimbursed.

Detailed guidelines for procedures and approval of all employee travel expenses should be in place, updated regularly, and communicated to all employees. Employee work related travel should be approved prior to the travel taking place, through the employee's supervisor at a minimum, and when out of the ordinary course of regular school activities (such as field trips, school events, employee meetings, etc.) by the Principal, Director and/or Chief Executive Officer.

19. Reserves and Fund Balance

Each School will maintain a minimum cumulative ending fund balance as a "Reserve" that is at least Ten Thousand (\$10,000) Dollars. The goal for each school would be a minimum reserve amount that is equal to 3% of the annual expenditures, with an ideal target of 5% of annual expenditures. However, one purpose of the reserve funds is the use in a year when revenue is lower so that school services and programs do not need to be reduced. The Schools and Organization have language in the Statement of Agreement(s) with Connections which help to insure the minimum ending cumulative fund balance amount for each individual School by applying a service credit against the services provided by Connections. The cumulative ending fund balance, otherwise known as the School's Reserves, will be considered

“Unassigned/Unappropriated” unless the Board takes action to assign some or all of the Reserves to a particular designation.

20. Interschool Transfers, Intra-organizational Loans and Blending of Funds

The Organization governs and operates multiple charter schools. It is important to keep accurate fiscal records for each school separately as each is its own Local Educational Agency for funding purposes, and each has its own authorizer and serves students in different counties. It is also important to maximize efficiency of operations and keep fiscal records for the Organization as a whole. For this reason, funds from the different Schools may be COMMINGLED but shall not be BLENDED, as defined below.

Commingling mixes or joins funds, however the origin, identity or source and the use of the funds can be traced, audited and documented. Funds may be mixed together or shared, but they can be accounted for separately when carefully commingled. Commingling should occur only when needed to carry out efficient operations for the school.

Blending occurs when the origin, identify, source or use of the funds is lost or unidentifiable, and the transaction cannot be traced. The source of funds must be matched with the use of funds, and if the funds sources and uses cannot be tracked to the origin, identity and purpose, then the funds would be considered blended and the transaction is not auditable. Blending of funds should not occur.

Commingling of funds to such an extent that the funds become blended is prohibited. Inter-fund or interschool loans and due to/due from transactions are allowable. Because one non-profit corporation with one federal identification number oversees and operates multiple charter schools, sharing of resources and allocation of expenses will take place, however, the accounting system and methods will be in place to ensure that blending of funds does not take place.

Transfer of Special Education funding between Schools of the Organization is allowed under the policies of the Special Education Local Plan Area as long as it is done in accordance with the Board approved Fund Reallocation Policy.

If there is a need for one School to access funds from a different School in the Organization, temporary transfer of funds is allowable from a school with surplus funds to a school in need of funds. This type of transfer will take place with Board approval and with the following terms:

- All intra-organizational receivables and payables that are settled or result in a zero balance as of the end of the fiscal year, as of the time the books for each school are closed, are not subject to any repayment terms or interest accruals.
- Any intra-organizational receivables and payables that are not settled to a zero balance as of the end of the fiscal year (as of the time the books for each school are closed) may be converted to an intra-organizational loan agreement, which will include the terms of repayment, the interest rate, which, if not zero, shall be reasonable, and the duration of the loan. The final terms of such a loan are subject

to approval by the Board at the next regular meeting, but no later than prior to the completion of the annual audits.

21. Fraud Prevention

It is in the best interests of the Schools and Organization to prevent fraud. Reporting of potential fraud is encouraged, and employees have access to the whistleblower policy included in the Employee Handbook. The employee policies also include a description of both unethical behavior and of the professional and ethical behavior expected of all employees of the Organization. Methods to report unethical conduct are described, including confidential and anonymous methods to raise a concern or report fraudulent or otherwise illegal or unethical behavior. Creating a culture of professional and ethical behavior is an important goal which the leadership and management staff of the Organization are responsible for.

Strong internal controls also prevent fraud and misuse of School funds. The Administrative staff is responsible for creating and carrying out strong internal control processes, for being well informed about the various types of fraud, for creating a culture of accountability and honesty, and for implementing actions to limit the possibility of fraud. Strong internal controls, some of which are described in these fiscal policies, are important to protect the Schools' employees as well as the Organization as a whole. The internal controls limit the opportunity, incentive, capability and rationalization which make fraud more likely, and also helps to identify the person suspected while excluding innocent individuals from suspicion.

22. Public Purpose for Expenditures

The California Constitution prohibits using public funds for a gift to any individual or corporation or other governmental agency. The use of school funds should be to provide a benefit to the public, and not to benefit any individual, employee, corporation or other agency. This is intended to protect from the misuse of public money. The public funds of the Organization and its Schools may be expended if a direct and substantial public purpose is served by the expenditure and private individuals are only benefitted incidentally by the promotion of the public purpose. Even if an expenditure has a noble or virtuous purpose (such as supporting an employee experiencing a loss), or a moral or justifiable obligation (such as gratitude for services provided), this is not sufficient to determine that a public benefit exists. If expenditures provide a direct and tangible benefit to students' education, such as for staffing costs, materials, software, administrative expenses, etc., then these are easily justified as providing the public benefit of educating the Schools' students. For expenditures which are not as direct or tangible, the Board must make a determination of the public purpose prior to expenditure of these funds. This may be done via the budgeting process, and/or on a case by case basis for specific types of expenditures. This may involve a board policy which explicitly allows certain expenditures, such as incentives to students, student scholarships, staff team building activities, etc. Team building activities will be budgeted, and a list of the expected activities will be presented annually to the board at the beginning of the school year for review and transparency.

Related Documents

Records Retention Policy
Board Designee Policy
School Check Request Form
School Purchase Order Form
Conflict of Interest Policy
Conflict of Interest Code
Whistleblower Policy
Ethics Hotline
Fund Reallocation Policy

REPORT TO THE BOARD OF DIRECTORS
CALIFORNIA CONNECTIONS ACADEMY SCHOOLS
CalCA 9th Grade Math Placements for 2020-2021

Overview

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

Data includes 802 students who enrolled in 9th grade prior to October 1, 2021. 99% of 9th grade students were enrolled in Algebra 1, Geometry, or Algebra 2, honors and non-honors versions of these courses were combined for the sake of streamlining data reporting. The few students enrolled in Precalculus and Honors Precalculus are included in the report where applicable. Data has been rounded to whole numbers for the ease of interpretation.

Table 1: Overall Math Placement Comparison 2020 vs 2021

Statewide, CalCA 9th grade students were distributed across math placements in the following percentages. This table includes both 2019 and 2020 math placements as of October 1 of each year. Highlighted areas indicate the following information:

Green	When the school's representation in Algebra 1 has decreased in 2021 OR when the school's representation in Geometry/Algebra 2 has increased in 2021.
Red	When the school's representation in Algebra 1 has increased in 2021 OR when the school's representation in Geometry/Algebra 2 has decreased in 2021.

Course	2020	2021	Change
Algebra 1	71%	72%	-3%
Geometry	24%	24%	+2%
Algebra 2	3%	3%	0%

As a school, we are showing a decrease in Algebra 1 placements, and an increase in Geometry placements. This trend towards increased placement in higher level math is encouraging, especially considering the impact of the COVID-19 pandemic on all aspects of life.

Placement Overall

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

Table 2: Math Placements 2020 Student Group Distribution

Looking only at course level placements (combining honors and non-honors) gives a snapshot of where students are placed broken down by student group. The following table compares 2020 math placements only; representing the placement of students groups in the levels of math as compared to 2020 school-wide totals. Highlighted areas indicate the following information:

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

All CalCA (honors and non-honors combined)	2020	Comparison to Total
American Indian or Alaskan Native	1%	
Algebra 1	100%	28%
Geometry	0%	-24%
Algebra 2	0%	-3%
Asian	7%	
Algebra 1	46%	-27%
Geometry	39%	14%
Algebra 2	16%	13%
Black/African American	9%	
Algebra 1	68%	-5%
Geometry	31%	7%
Algebra 2	1%	-2%
Hispanic or Latino	39%	
Algebra 1	79%	7%
Geometry	20%	-4%
Algebra 2	1%	-2%
Multiple Races	9%	
Algebra 1	75%	3%
Geometry	24%	-1%
Algebra 2	1%	-1%
Native Hawaiian or Other Pacific Islander	1%	
Algebra 1	67%	-6%
Geometry	33%	9%
Algebra 2	0%	-3%
White (Not Hispanic or Latino)	35%	
Algebra 1	72%	0%
Geometry	25%	1%
Algebra 2	3%	0%

This table shows that during the 2021-2022 schoolyear, students in the Asian, Black/African American, Native Hawaiian or Other Pacific Islander, and White student groups had an overall higher representation in higher level math placements as compared to their classmates of the American Indian or Alaska Native, Multiple Races, and Hispanic or Latino student groups. The question to be answered at this point is, has there been any change in overall placements when 2020 is compared to 2021?

Table 3: Math Placements 2020 vs. 2021 Student Group Distribution

The following table compares 2020 math placements to 2021 math placements. The table is displaying change in percentage of student groups placed in each math level. Highlighted areas indicate the following information:

Blue	The percentage composition of that student group within CalCA.
Green	When a student groups' representation in Algebra 1 has decreased in 2021 OR when a student groups' representation in Geometry/Algebra 2 has increased in 2021.
Yellow	When a student groups' representation in any math level is the same in 2020 and 2021.
Red	When a student groups' representation in Algebra 1 has increased in 2021 OR when a student groups' representation in Geometry/Algebra 2 has decreased in 2021.

All CalCA (honors and non-honors combined)	2020	2021	Change
American Indian or Alaskan Native	1%	1%	
Algebra 1	80%	100%	20%
Geometry	20%	0%	-20%
Algebra 2	0%	0%	0%
Asian	8%	7%	
Algebra 1	52%	46%	-6%
Geometry	40%	39%	-1%
Algebra 2	9%	16%	7%
Black/African American	10%	9%	
Algebra 1	86%	68%	-18%
Geometry	14%	31%	17%
Algebra 2	0%	1%	1%
Hispanic or Latino	34%	39%	
Algebra 1	78%	79%	1%
Geometry	20%	20%	0%
Algebra 2	2%	1%	0%
Multiple Races	9%	9%	
Algebra 1	68%	75%	7%
Geometry	27%	24%	-4%
Algebra 2	3%	1%	-2%
Native Hawaiian or Other Pacific Islander	2%	1%	
Algebra 1	64%	67%	3%
Geometry	36%	33%	-3%
Algebra 2	0%	0%	0%
White (Not Hispanic or Latino)	37%	35%	
Algebra 1	66%	72%	6%
Geometry	27%	25%	-3%

Algebra 2	5%	3%	-2%
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When comparing math placement from 2020 to 2021, it appears that in most cases, a fairly equal distribution of Algebra placements occurred. There were slight decreases in Geometry placements. However, Black/African American students saw increased in Geometry placements when comparing 2020 to 2021.

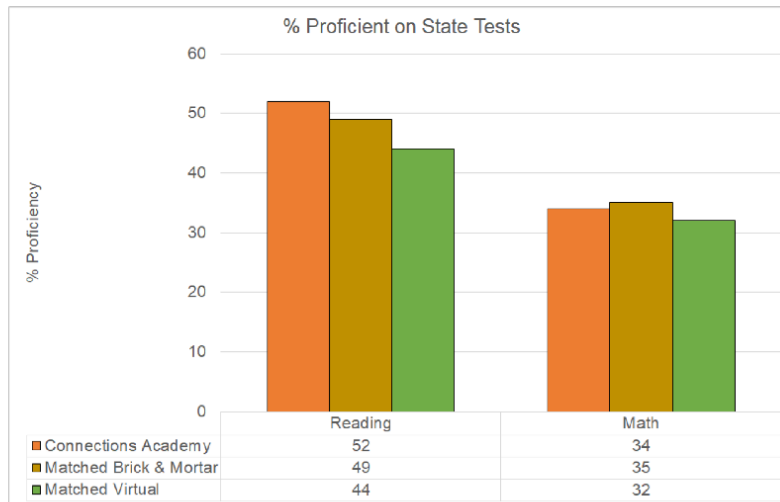
Summary of Findings

Overall, CalCA is showing a mixed pattern across student groups in 2021. American Indian or Alaskan Native, Multiple Races, Hispanic or Latino, White, and Native Hawaiian or Pacific Islander student groups showed a higher distribution of placement in Algebra 1. Students in the Asian and Black/African American student groups showed a lower distribution of placement in Algebra 1. As mentioned earlier, comparisons such as these in this report can be tricky due to a lack of control over 8th grade math placements of 9th graders new to CalCA. CalCA does have a well-defined placement process and a process for placement reevaluation both when requested by a family and also after receipt of formative assessment data such as NWEA MAP. NWEA MAP data are analyzed by High School Math Department Leadership and students who show the most potential are moved to the higher math level when deemed appropriate. It is important to note that it is the mission of CalCA to help students achieve at the highest level, but they also must start at the level they exist in. Increases in higher level math placements are welcomed but pushing students into too high of a level, can also be damaging to their educational progress.

The Effect of Mobility

Pearson’s Efficacy Research Report was published on April 3, 2018. The overall focus of this report was to control for student mobility at both Connections Academy schools and their matched brick and mortar counterparts. Below is a summary of their findings.

Results - Phase Two: School Comparison Study



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

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

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




The graph highlights a gain in reading proficiency for Connections Academy students when compared to their matched brick and mortar counterparts. In terms of mathematics proficiency, Connections Academy students only slightly underperform their matched brick and mortar counterparts. If we align mathematics proficiency to course placement both at CalCA and at matched brick and mortar counterparts, we can infer that math placements of continuing 8th grade Connections Academy students would not differ markedly to new to Connections Academy 9th grade students, or we would expect to see a larger variation on math proficiency on standardized assessments.

Next Steps

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

- Continue to track statistics annually – Completed and Ongoing
- Continue discussion with staff, including our high school-wide Math Mindset discussions, as well as discussions and training with the guidance team – Completed and Ongoing
- Follow up in the Fall to see which students might be accelerated – Ongoing
- Monthly Math Focus Group Meetings – Started in the 1920 school year and continue. All school levels participate collaborating towards the goal of improving math success schoolwide.



Professional Learning and Training

August, 2022

TEACHER TRAINING AND PROFESSIONAL LEARNING OVERVIEW

Mission

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

Training and Professional Learning Objectives

The training and professional learning sessions are designed to support Connections Academy teachers with the skills and strategies to:

- Use the tools in our online platform to support and monitor student learning
- Use data to manage student engagement and inform instruction
- Identify students who may be at-risk, or in need of targeted intervention
- Facilitate learning in a virtual environment
- Conduct required school year cycle teacher tasks
- Implement school processes and policies
- Foster socialization and connectedness in a virtual school community

Training and Professional Learning Delivery Models

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

1. **In-Person Training:** Recognizing the tenets of effective professional development established by Learning Forward, interpersonal connections increase the impact of training for adult learners. The Professional Learning team delivers on-site training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions.
2. **"Train-the-Trainer":** Each school selects at least one teacher to serve as a School Representative to work with members of the Professional Learning team throughout the year via regularly scheduled meetings. During these meetings, the Professional Learning facilitators and the school-based Representative(s) use key School Year Cycle milestones, task completion data, and anecdotal feedback from school staff to determine training needs and establish a training plan. School Representatives then support teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, School Representatives are given access to training materials they can customize, such as PowerPoint presentations, teacher job aids, and activities to reinforce learning. To ensure School Representatives can focus on supporting the training needs of all school staff the Professional Learning team provides additional support to new teachers by offering monthly sessions specific to reviewing the key operational and instructional tasks for that month.
3. **Synchronous Web-Based Training:** In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Professional Learning Facilitators use multiple platforms to facilitate virtual meetings with teachers; demonstrate new functionality within the platform; present and model best practices in online teaching and showcase available resources and tools for online teaching and learning. The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information. Schools can request additional, school-specific sessions at any time.

2022-2023 Professional Learning Sessions and Schedule

All teachers have access to a Professional Learning Hub that includes a variety of synchronous and asynchronous professional learning opportunities to access and participate in throughout the school year. Teachers can self-select asynchronous assets to read/view and synchronous sessions to attend. Teachers are encouraged to participate monthly in professional learning by selecting a learning opportunity from the list of sessions. Additional professional learning is also offered throughout the school year provided directly from their school.

The Professional Learning Hub provides content on various topics to support teachers in areas such as: student engagement, exceptional learners, instruction, multi-tiered system of support, to name a few. Below is a list of some of the professional learning opportunities available in the Professional Learning Program for the 2022-2023 school year:

2022-2023 Sessions for New Staff*

Date	Topic and Description
August, 2022	<p><u>Power BI® for Beginners:</u> How do staff login and access Power BI®? How do staff locate reports within Power BI®? How do users navigate Power BI®? How do users export the data?</p> <p><u>Power BI®: Enrolled Student Snapshot:</u> Learn how to more efficiently determine which students need your attention using the new Enrolled Student Snapshot report.</p> <p><u>LiveLesson® with Zoom – Session 1:</u> Wondering how provide quality instruction virtually? Come and get excited about Zoom settings and room management! All staff using Zoom as their LiveLesson® platform are invited to this session devoted to the following objectives: Set Zoom meeting settings for the Personal Meeting Room and Operate my Zoom room to facilitate a LiveLesson® session.</p> <p><u>LiveLesson® with Zoom – Session 2:</u> Can groupwork be done virtually? Of course!!! Come see how to set up and use Breakout Rooms in Zoom. All staff using Zoom as their LiveLesson® platform are invited to this session devoted to the following objectives: Recognize what Breakout Rooms are and how they function, set up Breakout Rooms with different activities, start and end breakout sessions, and communicate with participants in Breakout Rooms.</p> <p><u>Boots on the Ground:</u> Each 2-day session, offered Wednesday & Thursday from 12-2pm EST, will support teachers with a successful onboarding experience. (Offered bi-weekly through November; then, offered monthly)</p> <p><u>School Year Cycle – Welcome Calls:</u> Attend this session to learn about the purpose of a Welcome Call, how to prepare for and conduct a successful one, and how to complete the necessary tasks after the call.</p> <p><u>School Year Cycle – Curriculum Based Assessments (CBA):</u> Attendees will learn what a CBA is and more about its purpose. They will also how to conduct and document CBAs to ensure students are learning.</p>

September, 2022	<p><u>Online Classroom – Teacher Customization:</u> The Lesson Introduction Page is a feature that allows the course section teacher(s) to add a customized slide to the start of a lesson in their students' courses. Come learn how and when to best use this feature compared to the Lesson Note! Leave this session with templates & resources to use in your own course.</p> <p><u>School Year Cycle – Escalation:</u> In this session, you'll learn how to determine when escalation is activated for your school, identify the escalation metrics used at your school, monitor escalation and intervene when necessary, and follow-up with Approaching Alarm and Alarm issues.</p>
October, 2022	<p><u>Best Practices for Creating Custom Assessments:</u> In the first part of this two-part series, participants will learn more about what Depth of Knowledge is and how it can be beneficial in the creation of custom assessments! The second and final part of this two-part series will focus on best practices for writing and inserting a custom assessment.</p> <p><u>Counseling – Supporting Seniors and Post-Graduation Tasks:</u> Get prepared to support those December graduates during this session.</p>
November, 2022	<p><u>School Year Cycle – Ensuring Students Finish the Semester Successfully:</u> This session will focus on how to monitor your students' academic progress, how to use the School Year Cycle Calendar in Power BI® to locate key end dates and discuss with families throughout the semester.</p> <p><u>Counseling: End of Semester 1 Tasks:</u> Learn more about how to complete all required semester 1 tasks during this session.</p>
December, 2022	<p><u>School Year Cycle – Setting Section Stages to Complete at Midyear:</u> We'll learn what causes the Section Stage alert icon to turn red, identify the effects of setting a section stage to Complete, review a student's Grade Book and grade assessments prior to setting the stage to Complete.</p>
January, 2023**	<p><u>Counseling – Returning Student Course Selection:</u> Join us if you are new (or returning) and need a refresher on how the Returning Student Course Selection process works!</p> <p><u>School Year Cycle – Welcome Calls:</u> Attend this session to learn about the purpose of a Welcome Call, how to prepare for and conduct a successful one, and how to complete the necessary tasks after the call.</p> <p><u>School Year Cycle – Curriculum Based Assessments:</u> Attendees will learn what a CBA is and more about its purpose. They will also how to conduct and document CBAs to ensure students are learning.</p> <p><u>Pearson Online Classroom – Teacher Customization:</u> The Lesson Introduction Page is a feature that allows the course section teacher(s) to add a customized slide to the start of a lesson in their students' courses. Come learn how and when to best use this feature compared to the Lesson Note! Leave this session with templates & resources to use in your own course.</p> <p><u>School Year Cycle – Escalation:</u> In this session, you'll learn how to determine when escalation is activated for your school, identify the escalation metrics used at your school, monitor escalation and intervene when necessary, and follow-up with Approaching Alarm and Alarm issues.</p>

February, 2023**	<p><u>Best Practices for Creating Custom Assessments:</u> In the first part of this two-part series, participants will learn more about what Depth of Knowledge is and how it can be beneficial in the creation of custom assessments! The second and final part of this two-part series will focus on best practices for writing and inserting a custom assessment.</p> <p><u>Counseling – Fall Semester Review:</u> This session will encourage reflection on the fall semester and how things could be improved for the spring.</p> <p><u>Counseling – Spring Semester Success:</u> Building on the Fall Semester Review session, let’s brainstorm ways to make sure the spring goes smoothly!</p>
March, 2023**	<p><u>School Year Cycle – Monitoring Plans for Next Year:</u> In this session, we will identify key dates, roles, and responsibilities in the Monitor Plans for Next Year (ITR) process, familiarize ourselves with a family’s options and tasks to Prepare for Next Year, support families in completing their decisions and submitting required documentation and complete all required teacher tasks.</p> <p><u>Counseling – K-8 Collaboration:</u> Join this session to have virtual coffee with your counseling consultants! Come with questions and ideas to help your fellow counselors.</p>
April, 2023**	<p><u>School Year Cycle – K-7 Student End of Year Tasks:</u> Join this session to understand and use common End-of-Year (EOY) acronyms, find the due dates for your school, identify and complete key tasks in each student’s End-of-Year Tasks (Grades K-7) Data View, discuss some less common placement scenarios.</p> <p><u>Withdrawal Tasks Communities of Practice:</u> This will be a time for collaboration among school withdrawal representatives, school leaders, and your support team. Some of the topics that can be discussed are state specific nuances, helpful reports, changes that affect withdrawal processes, document updates, and withdrawal feedback from a school perspective.</p> <p><u>Counseling – Transitioning to Next Year:</u> Come to this session to learn best practices about how to successfully transition into the next school year.</p>
May, 2023**	<p><u>School Year Cycle – Setting Section Stages to Complete at End of Year:</u></p> <p><u>Counseling – End of Year Processes:</u> This session will help you understand all tasks that need done at the end of the school year for your students.</p>

**All staff are welcome to these sessions, but the targeted audience are new staff members.*

*** The spring 2023 Professional Learning and Training schedule has not been finalized. The above listings are tentatively scheduled for the months listed and are subject to change.*

2022-2023 Sessions for All Staff

Date and Topic	Topic and Description
August, 2022	<p><u>LiveLesson® with Adobe Connect and Zoom – Dynamic Classroom Activities:</u> Need help filling your virtual instruction toolbox? You are in the right place! All staff, regardless of LiveLesson® platform, are encouraged to join this working PL session focused on the following objectives: collaborate with peers about virtual instruction, discover how to set up a LiveLesson® session for a particular activity, and fill your virtual instruction toolbox with easy-to-implement activities.</p>
September, 2022	<p><u>Kindergarten Literacy – Keys to Success:</u> This session is designed to provide kindergarten teachers a quick overview of how the brain learns to read, followed by ideas for instruction aligned to the new kindergarten language arts course. Participants in this session will leave with ideas for their live lessons and information they can share with Learning Coaches via the new Lesson Introduction Page.</p> <p><u>Science of Reading and Dyslexia:</u> This session is open to anyone K-12 that is interested in learning more the science of reading, how the brain learns to read, signs and symptoms of dyslexia, and how best to support students in the reading process.</p> <p><u>Supporting English Learners in General Education, Special Education, and Counseling:</u> How can I best support the ELL students in my course? English Language Learners is the fastest growing population in our schools! This session will provide insight and resources for non-EL teachers.</p> <p><u>The Science of Reading for Elementary Teachers (3 Part Series):</u> In these sessions, participants will experience what it is like to have dyslexia, learn the many characteristics, and begin to understand how the brain learns to read. Then, participants will review how the brain learns to read, how to identify students struggling with phonological awareness, and participate in practice activities/lessons that can be utilized in LiveLesson® sessions. Lastly, participants will review how the brain learns to read, how to identify students struggling with decoding and syllabication, and participate in practice activities/lessons that can be utilized in LiveLesson® sessions.</p>
October, 2022	<p><u>Supporting Anxious Teachers:</u> Do you get anxious or worried when it comes to facing difficult conversations? Do you or someone you know struggle with stress and anxiety? Join us for this session where we will explore strategies for managing anxiety and for being more confident when it comes to dealing with conflict.</p> <p><u>Video Options for Student Engagement:</u> This session will help you identify topics you could create videos for in your courses, explore the pros and cons of a variety of video creation tools and websites you can use in your online classroom, determine how to share your videos with students, and employ best practices for creating and sharing videos.</p> <p><u>Teacher Hacks:</u> There are little tricks out there that simplify the work we do every day. Some of them were designed to be support tools, yet others are a series of steps someone discovered to make life a little less</p>

	<p>challenging. Don't let virtual teaching get you down. Find a way to accomplish the task better and faster.</p> <p><u>Make Your Mark – Virtual Educator Conference:</u> This conference is for teachers by teachers.</p>
November, 2022	<p><u>The Science of Reading for Secondary Teachers (3 Part Series):</u> In the first session, participants will review how the brain processes language, signs and symptoms of dyslexia in older students, the importance of phonemic awareness, phonics and fluency in older students and how to support these areas. In the second session, participants will review the use of syllables and morphemes and how to support the reading and writing needs of older students with instruction in these areas. In the last session, participants will review how to support vocabulary and comprehension needs via use of structured language, text structure and visualization techniques in older students.</p> <p><u>LiveLesson® Planning – Beyond the Content:</u> Discover the best ways to plan LiveLesson® sessions that are beneficial to all students, no matter what lesson they are on in your course. Let's go beyond the content and captivate our learners! LiveLesson® is your time to shine as an educator.</p>
December, 2022	<p><u>Mindfulness Open Sessions:</u> Please feel free stop by to relax, color in some virtual coloring books, or even bounce ideas off other- teachers and counselors for a nice 5-minute break in your day.</p>
January, 2023*	<p><u>Positive Behavior Intervention Support in a Virtual School:</u> Join this professional development opportunity to learn how you could start a structured PBIS program at your virtual school. Attendees will see examples of grade band behavior expectations as well as a way to use the learning management system to help track PBIS points.</p> <p><u>Cultivating Student Self Leadership:</u> In this interactive session, we will explore how to develop student self-leaders in the virtual classroom. You will come away with tools and resources for empowering your students to have a developed sense of who they are, what they can do and where they are going along with an awareness of their ability to influence others while controlling their own emotions and behavior.</p>
February, 2023*	<p><u>Mindfulness:</u> In our fast-paced world, we are hard-pressed to find time to stop and notice the things that are going on right in this moment. Please join us as we discuss mindfulness, how it impacts students and learning, and receive tools on how you too can practice mindfulness in your virtual classroom, and your everyday life.</p> <p><u>LiveLesson® with Adobe Connect and Zoom - Dynamic Classroom Activities:</u> Need help filling your virtual instruction toolbox? You are in the right place! All staff, regardless of LiveLesson® platform, are encouraged to join this working PL session focused on the following objectives: collaborate with peers about virtual instruction, discover how to set up a LiveLesson® session for a particular activity, and fill your virtual instruction toolbox with easy-to-implement activities.</p>
March, 2023*	<p><u>Supporting Anxious and Depressed Students:</u> Recent studies show that over 30% of the population is experiencing symptoms of anxiety, which can directly impact student success. In this interactive session,</p>

	<p>discover how to identify anxious students and explore simple strategies for empowering those students both inside and outside of the virtual classroom.</p> <p><u>Trauma Informed Practices in the Virtual Environment:</u> Trauma-informed education and practices start with an understanding of how trauma can impact learning and behavior. With this approach, educators think about what student behavior may be telling them. And they reflect on their teaching practices to find ways to better support students who may be experiencing trauma. These practices can also help all students build coping skills and self-efficacy—which are helpful whether they've experienced trauma or not.</p> <p><u>Creating a Virtual Classroom Among Schools:</u> In this session, you'll learn how to identify how classroom relationships promote student success, how to recognize practices that create a strong classroom community, discuss some tools that may help foster virtual communities.</p>
April, 2023*	<p><u>Future Focus (Grades 9-12) – Success as a First Generation College/Trade School Student:</u> This session will help you understand how you can support students who may be the first generation in their family to go to college or trade school.</p> <p><u>Diversity, Equity, and Inclusion – Ensuring Inclusivity with All Populations: (OPTIONAL)</u> Creating an inclusive school means ensuring students from all backgrounds- regardless of socioeconomic status, ethnicity, race, gender, disability, household income, or ZIP code- have equal access to education and services. In this interactive session, we will explore how inclusive strategies contribute to an inclusive learning environment in which all students feel equally valued.</p>

**The spring 2023 Professional Learning and Training schedule has not been finalized. The above listings are tentatively scheduled for the months listed and are subject to change.*

Digital Resource Libraries

Digital Resources are available through an easy to navigate site and serves as a one-stop shop for teachers and staff to find guidance on training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in a variety of key categories:

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions