



California Connections Academy

California Online Public Schools (CalOPS) Board Meeting

Published on April 20, 2023 at 1:07 PM PDT
Amended on April 21, 2023 at 7:07 AM PDT

Date and Time

Tuesday April 25, 2023 at 3:30 PM PDT

Location

CalCA NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
1201 Cara Road, Dinuba, CA 93618
8422 Madison Avenue, Fair Oaks, CA 95628
3753 W. Norberry Street, Lancaster, CA 93536
32946 Calle San Marcos San Juan Capistrano, 92675
9423 Reseda Blvd. Apt#230, Northridge, CA 91324
5716 Owl's Nest Drive, Santa Rosa, CA 95409

Join Zoom Meeting

<https://zoom.us/j/99738547973>

Meeting ID: 997 3854 7973

Dial In:

+1 (669) 444-9171 ext. 99738547973# US

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:30 PM
A. Call the Meeting to Order		Elaine Pavlich	
B. Roll Call		Elaine Pavlich	
C. Approval of Minutes from the February 28, 2023 Board Meeting (attached)	Approve Minutes	Elaine Pavlich	
D. Approval of Agenda	Vote	Elaine Pavlich	

II. Public Comment

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

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

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

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

III. Oral Reports

A. Superintendent’s Report	FYI	Richard Savage
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	Purpose	Presenter	Time
1. Graduation Plans and End of Year Activities Update 2. State Testing Update 3. Sponsoring District(s) Update			
B. Principals' Report (attached)	FYI		
1. Elementary School - Marcus White 2. Middle School - Heather Tamayo 3. High School - Kara Mannix			
C. CalCA Financial Report	FYI	LaChelle Carter	
1. Consolidated Financial Report (attached) 2. Special Education Service Contracts Update 3. Budget Update			
IV. Consent Items			
A. Approval of Staffing Report (attached)	Vote	Stephen Ford	
B. Approval of Pearson Invoice(s) (attached)	Vote		
C. Approval of Employee Handbook Update (attached)	Vote	Dan Hertzler	
D. Approval of CalCA Safety Plan (attached)	Vote	Dan Hertzler	
V. Action Items			
A. Approval of Contracts Over \$20,000 (attached)	Vote	LaChelle Carter	
B. Approval of Contract with Charter Impact (attached)	Vote	LaChelle Carter	
VI. Information Items			
A. Legislative Update (attached)	FYI	Dan Hertzler	
B. Pearson Virtual Schools Update	FYI	Laura Johnson	
1. School Success Partner (SSP) Update			

	Purpose	Presenter	Time
2. Academic Success Partner (ASP) Update			
C. Board Relations Update	FYI	Dan Hertzler	
1. Introduction of Eva McGahey			
2. Introduction of Leo Inguaggiato with BoardOnTrack			

VII. CLOSED SESSION - Brown Act; Cal. Gov't Code 54954.5

Conference with Legal Counsel - Anticipated Litigation (1)

VIII. Closing Items

A. Adjourn Meeting	Vote	Elaine Pavlich
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Adjournment and Confirmation of the Next Meeting - May 23, 2023 at 3:30 pm PT

Coversheet

Approval of Minutes from the February 28, 2023 Board Meeting (attached)

Section:	I. Opening Items
Item:	C. Approval of Minutes from the February 28, 2023 Board Meeting (attached)
Purpose:	Approve Minutes
Submitted by:	
Related Material:	CalOPS Meeting Minutes_230228 - for Board review.pdf



California Online Public Schools (CalOPS) Board Meeting Minutes

DATE: Feb 28th, 2023

TIME: 3:30pm PST

LOCATION: CalCA NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675
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9423 Reseda Blvd. Apt#230, Northridge, CA 91324
5716 Owl's Nest Drive, Santa Rosa, CA 95409

I. Meeting Notice

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.

II. Call to Order

Ms. Pavlich called the meeting to order at 3:33pm SoCal and NorCal offices were open for in person attendance by members of the public.

III. Roll Call

Board Members Present at Roll Call: Elaine Pavlich, Diana Rivas, Adam Pulsipher, Melissa Nunez, Eric Wickliffe, Paul Hedrick and Michael Henjum (all via phone);

Guests Present: Eva McGahey, school staff (in person at CalCA Southern California); Bernie Jamero (in person at NorCal Office), Dr. Richard Savage, Superintendent, Dr. Richie Romero, Deputy Superintendent; Leslie Dombek, Tara Mannix, Dan Hertzler, Lachelle Carter, and Marcus White, School staff; Laura Johnson, Donna Kozub, Chandre Sanchez Reyes, Peter Goodnough and Tanya Snyder, Pearson Virtual Schools staff (all via phone).

IV. Public Comment

There were no public comments at this time.

V. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted in compliance with the Brown Act requirements. There being no changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the February 28, 2023 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously via a roll call vote.

VI. Oral Reports

a. Superintendent's Report

Dr. Savage provided the Board with an update from school leadership. He introduced a new member of the CalOPS staff, Steve Ford, who has joined the CalOPS leadership team as the Assistant Superintendent of Human Resources.

1. Report on DLAC

Dr. Savage discussed the DLAC Report with the Board. He noted that members of the CalOPS leadership team were present and the event was positive. Dr. Savage connected with an organization called Pencil Spaces, which allows students to engage with teachers during LiveLessons. He noted that CalOPS would be exploring this and piloting this product.

2. Report on Curriculum Exploration Meetings

Dr. Savage presented to the Board the Curriculum Exploration Meetings Report. He explained that all of the CalOPS supervisors met in early February to prepare their staff for the transition from Pearson. The Leadership Team read a number of books and began meeting in Focus groups to review different curriculum providers. The team will also begin piloting various curriculum components.

b. Principals' Reports

1. Elementary School

Dr. Savage asked the Board whether they had any questions or comments on the written report received by the Elementary School Principal, Mr. White. There were no questions from the Board at this time.

2. Middle School

Dr. Savage asked the Board whether they had any questions or comments on the written report received by the Middle School Principal, Ms. Tamayo. There were no questions from the Board at this time.

3. High School

Dr. Savage asked the Board whether they had any questions or comments on the written report received by the High School Principal, Ms. Mannix. There were no questions from the Board at this time.

c. CalCA Financial Report

1. Consolidated Financial Report

Ms. Carter provided the Board with an update on all the CalCA School's financials. She asked the Board whether they had any questions or comments on the consolidated financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

2. CalCA Central Coast Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Central Coast financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

3. CalCA Central Valley Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Central Valley financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

4. CalCA Monterey Bay Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Monterey Bay financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

5. CalCA North Bay Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA North Bay financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

6. CalCA Northern California Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Northern California Financial Report, as included in the Board meeting materials. There were no questions from the Board at this time.

7. CalCA Southern California Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Southern California Financial Report, as included in the Board meeting materials. There were no questions from the Board at this time.

VII. Consent Items

Ms. Pavlich asked Board Members whether there were any items from the Consent Items that they wished to have moved to Action Items for discussion. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the January 24, 2023 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Pearson Invoice(s);
- d. Approval of the 2023-2024 School Calendar;
- e. Approval of 2023-2024 Teacher Calendar;
- f. Approval of CalCA Attendance Deadlines; and
- g. Approval of Revisions to CalCA Employee Handbook; are hereby approved.

The motion was approved unanimously via a roll call vote.

VIII. Action Items

- a. Approval of Addendum to COVID-19 Safety Plan

Mr. Herzler reviewed with the Board the Addendum to COVID-19 Safety Plan as included in the Board materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, the Addendum to COVID-19 Safety Plan, as discussed, is hereby approved.

The motion passed unanimously via a roll call vote.

[Mr. Goodnough joined the meeting at 3:52pm]

- b. Approval of Second Interims

Ms. Carter presented the Approval of Second Interims to the Board. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Second Interims, as discussed, is hereby approved.

The motion passed unanimously via a roll call vote.

IX. Information Items

- a. Outreach Plan for the 2023-2024 School Year

Mr. Goodnough presented to the Board for a presentation on the school's outreach plan for the upcoming school year, as included in the Board materials.

Mr. Goodnough provided an overview of the market, noting that PVS continues to be the market leader in terms of student retention and enrollment despite a difficult market environment of enrollment decline across the sector. He discussed the opportunity of an expanding market of students who are interested in returning to a

flexible and convenient virtual learning environment since their introduction to it during the pandemic.

Mr. Goodnough provided an overview of outreach tactics and new messaging to attract students via an organic outreach approach, and he reviewed the process by which the presented marketing strategy will reach new CalOPS families in the state. The Board thanked him for his updates.

[Mr. Goodnough left the meeting at 4:06pm]

b. Budget Development Process Update

Ms. Johnson discussed the upcoming budget process and timelines for the 2023-2024 school year. She advised that budget preparations were proceeding as scheduled.

c. State Accountability Update

Ms. Dombek provided the Board with an update on various state accountability measures. She explained that the school was holding a number of parent and administrator meetings and that they hope to hold the meetings on a regular basis after school advisory meetings.

d. Legislative Update

Mr. Hertzler provided the Board with an update on predicted legislative activities in the state as included in the Board Meeting materials. He reminded Board members about any remaining Form 700s documents.

e. School Success Partner (SSP) Update

Ms. Johnson presented to the Board on behalf of the School Success Partner (SSP) team. She went over enrollment opening for the upcoming school year and discussed the Open Application Period. She explained the process of Intent to Return that begins in March, whereby families can provide their plans for next year.

f. Academic Success Partner (ASP) Update

Ms. Sanchez-Reyes presented to the Board on behalf of the School Success Partner (ASP) team. She went over course selection and new additions to Pearson Online Classroom.

g. Sponsoring District(s) Update

Dr. Savage discussed this item to the Board at this time. He informed the Board that they let their authorizers know about the transition of services and that it would be an 18-month process and that he would keep the Board updated as well as the sponsoring districts.

X. Adjournment and Confirmation of the Next Meeting on Tuesday, April 25, 2023 at 3:30 pm PT

There being no further business to discuss, the meeting was adjourned at 4:19 p.m. The next meeting is scheduled for Tuesday, April 25, 2023 at 3:30 p.m. PT.

Coversheet

Principals' Report (attached)

Section:	III. Oral Reports
Item:	B. Principals' Report (attached)
Purpose:	FYI
Submitted by:	
Related Material:	CalCA Principals' Report 04.25.pdf



Principals' Report
California Connections Academy Schools
2022-23

SITE REPORTS

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

Hello! Currently, our students and teachers are powering through the semester. We have reached the halfway point and are now working on Caretaker Conferences. This is a great way for us to make connections with the families of our students and communicate how their students are doing with the virtual setting we provide. We enjoy taking this opportunity to learn more about our students, and to ask for feedback on how we might better support their students. This is going to be wrapping up just as we are entering state testing season, and our staff is hard at work learning all the proper procedures to ensure things run smoothly. Our students are preparing to the best of their abilities and shooting for high scores! We are also celebrating the success of our academic decathlon team; it was their first year ever competing and they made it to finals! These positive notes are making it easy to push through the last leg of the year.

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

Greetings from Elementary,
Currently, we are diligently preparing for state testing. Our team is busy completing testing training and making sure we understand the testing protocols. We are so excited to get to see many of our families in person. Additionally, our teachers are working hard to make sure our students are engaged in our program and completing their school work. Finally, our teachers are finalizing their personal Spring Break plans. We are so happy they will be able to relax and spend time with their friends and family.



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

Greetings! Middle School welcomes you to the spring season and all of the familiar milestones that occur during this busy time. Our Advisory teachers are working hard to place our students in their courses for next school year. This is a great example of the evolution of their relationships with families, as they see them off and prepare them for the next chapter of their journey. Our eighth grade Advisory teachers have the added responsibility of making sure that their students understand their path in high school, and how their courses will contribute to their post-high school ambitions.

Spring also means that the testing season is in full swing. 'Go' time is now, and based on the thoughtful planning that has taken place, we should see smooth sailing, short of the unforeseen curveballs that inevitably get thrown our way, on occasion. It is important to give praise to our incredible Assessment Team, led by Candice Madison, for doing the hard work to make this a schoolwide success.

In the next two months, Middle School will be wrapped up in teaching our kids, and engaging in our in-person activities. This year we have a new activity for our eighth graders- Knott's Berry Farm Day. This is an opportunity for students to connect with classmates and teachers, and enjoy this special time of year, as they wrap up their middle school years. We are also going to be offering in-person opportunities for families to watch the eighth grade promotion video together, take pictures and pick up their promotion certificates. Updates to come!

We continue to be grateful for the work that we get to do with our families, and bring an elite level of virtual learning to our students.



Month for Report: April Enrollment Update

		DATA as of April 17, 2023						
		SoCal	NorCal	Central Valley	North Bay	Central Coast	Monterey Bay	All CalCA
2022-2023	Enrolled	4977	1740	659	144	108	476	8104
2023-2024	Approved	175	79	44	3	8	18	327
	Pre-Approved	443	189	115	23	17	60	847
	Applicant	1212	417	326	85	70	127	2237



Field Trips

Upcoming Field Trips

Northern Region - Monterey Bay, North Bay and Ripon

06/12/23: Sacramento Fire Station

Central Region - Central and Central Coast

04/20/23: CALM Museum

05/23: TBD

Southern Region - Southern California

04/2023: Irvine Regional Park

04/2023: San Diego Seven Caves Kayaking Tour

05/2023: Long Beach Airport Tour

Upcoming Virtual Field Trips

04/20/23: LA Museum of the Holocaust - Docent Tour and Survivor Talk



Total Attendance* for Recent Field Trips:

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

Recent Field Trips

Northern Region - Monterey Bay, North Bay and Ripon

03/15/2023: Ripon Mistlin Park (35 attendees)

Central Region - Central and Central Coast

03/03/23: Tehachapi Depot Museum (27 attendees)

Southern Region - Southern California

03/08/23: Top of the World Hike - Laguna Beach (26 attendees)

03/15/23: 2nd Grade Park Play Day - Orange (44 attendees)

03/15/23: California Science Center - Los Angeles (56 attendees)

04/03/23: Getty Center (36 attendees)

Recent Virtual Field Trips

02/23/23: Journey to Freedom: The Underground Railroad (3 attendees)

03/01/23: Project Learning Tree: Nature of FIRE (1 attendee)

03/06/23: Putnam Museum & Science Center: Every Drop Counts
(3 attendees)

03/09/23: Johnathan Miller - Writer's Workshop: Creating your own book!
(4 attendees)

03/16/23: Tenement Museum: The 1860's Meet an Irish Immigrant
(4 attendees)

03/31/23: North Carolina Zoo: Nature's Myth Busters (19 attendees)

04/04/23: Ford's Theater: Investigating Lincoln's Assassination with
Detective McDevitt
(12 attendees)



Outreach Update

Social Media (CalCA Facebook and CalCA Instagram)

In celebration of National Reading Month and Read Across America Day, school social media highlighted elementary school assistant principals Mrs. Taylor, Mrs Hurley and Mrs. Phillips as they read to students. Kindergarten teacher Mrs. Rowley contributed "100 days of school" artwork created by students!

Middle school is represented on school social media showing a fun outing to John's Incredible Pizza in Riverside! Middle school math teacher Mr. Hai Le celebrated Pi Day with a fun video

High school's Academic Decathlon success is celebrated to great acclaim! We were the only online school participating and our students brought home four medals. African American History course is celebrated with information about Ralph Bunche's impact on the city of Los Angeles contributed by Mrs. Diedre Powell. Mrs. Meena Duguay shared great insights about author Mary Shelley in honor of Women's History Month.

Other eventful items we have featured include highlighting the recent CPR training facilitated by English and Electives teacher, Mr. Jesse Hodge who is also a registered nurse and the school's Health and Safety Coordinator. Several parent appreciation statements about our school were posted in April as part of parent engagement surveys completed earlier this school year.

[President's Volunteer Service Award](#)

Students in grades K-12 have had the past year (April 1, 2022 to March 31, 2023) to qualify for the President's Volunteer Service award which honors students who give back to the community and is managed by the Points of Light Foundation and Americorp. We are happy to share that as of this writing, we have at least 10 students who have earned this honor and we are still in the process of tabulating more!

Coversheet

CalCA Financial Report

Section:	III. Oral Reports
Item:	C. CalCA Financial Report
Purpose:	FYI
Submitted by:	
Related Material:	Financial Report CalCA April 2023.docx.pdf

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for April 21, 2023

TO: Board of Directors

FROM: LaChelle Carter, Director of Finance

RE: Written Financial Report for CalCA Schools

DATE: April 21, 2023

BACKGROUND

This written update will be prepared for each board meeting in order to facilitate the flow of the board meeting by reducing the need for verbal reports. Board members are expected to review the written report which is part of their board packet. Questions or comments about anything in the report, or other related matters, are welcomed during the board meeting. In addition, board members can reach out with questions prior to the board meeting if needed.

If additional information comes up between the time the written report is submitted and the board meeting date, it will be provided verbally. This report will include information for all CalCA schools, and board members are reminded that they now have fiduciary responsibility for all schools the corporation operates.

FINANCIAL ITEMS:

Monthly Financial Reports:

Previously, financials were reported through January 2023. The financial reports for February and March are included in this board package and bring the board up-to-date on the fiscal status of California Online Public Schools (CalOPS) and its charter schools through March for the 2022-23 school.

Consolidated Financial Report:

The consolidated financial report shows the overall fiscal picture for the California Online Public Schools (CalOPS) Corporation. This corporation encompasses California Connections Academy: Southern

California, Central, Northern California, North Bay, Central Coast and Monterey Bay. This report has been reviewed and summarized below.

Revenue-California Online Public Schools are eligible for local, state and federal funding with the exception of Central Coast and Monterey Bay who were not eligible for federal funding under a “schoolwide basis”, based on the fact that the number of students enrolled that met the FREE or REDUCED lunch income requirements was still lower than 40% during the 2021-22 school year. Since, then, both schools exceed the 40% threshold, *based on the 2022-23 Fall 1 Census Data which accounts for: Enrollment counts, English language acquisition status, Immigrant Counts, Free/reduced-price meal-eligibility, and Special Education.* We are currently in the process of completing the application process so these two schools can receive Title I, II and IV funding for the 2023-24 school year.

As for most charter schools, our largest source of revenue is the Local Control Funding Formula (LCFF), which are unrestricted funds received through three channels, with the three elements known as the Principal Apportionment/State Aid, In-lieu of Property Taxes and Education Protection Account.

Our current federal funding includes:

- **ERMHS**- Funds apportioned to special education based primarily on a reimbursement model, with a cap per student. The purpose of these funds are to provide educational mental-health related services for students with or without an individualized education program(IEP), including out-of-home residential services for emotionally disturbed pupils. Some of these funds are state and some are federal. For the 2022-23 school year, the SELPA has moved to a new model which will simplify the way these funds are handled. These funds are now being paid based on the schools’ ADA on a monthly basis and no longer require additional reporting to receive funds.
- **Title I**- Revenue is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach minimum proficiency.
- **Title II**- Money to help increase the academic achievement of all students by funding programs that improve teacher and principal quality through professional development and other activities, and providing low-income and minority students greater access to effective teachers, principals, and other school leaders.
- **Title IV**- Designed to fund efforts that improve students’ academic achievement through the operation of well-rounded educational programs, improvement of school conditions, health and safety initiatives, and improvement of technology and digital literacy.
- **IDEA**- Federal funding allocated for special education and related services. Based on special education enrollment totals along with enrollment and low income students considered in poverty counts.
- **ESSER III**- Funding for schools to help with expenses and the financial implications of COVID-19, particularly expanded learning opportunities, learning support tools and resources, and staff training. Expires in September 2024. *These funds are starting to be used this year. Some of the areas this revenue will be allocated to are staffing to address concerns related to COVID-19, COVID-19 testing and prevention supplies.*

Our current state funding includes:

- LCFF State Aid-monthly payments made to schools based on grade span counts and special populations such as English Language Learners, free and reduced lunch, foster and homeless counts. This is a large part of the school's revenue and consistent cash flow.
- LCFF Education Protection Account- funding provided to schools for general purpose state aid. These funds must be spent on instructional rather than administrative costs.
- Mandate Block Grant Reimbursement- restricted funding based on a formula using average daily attendance and designed to offset costs that schools spend on state mandated programs such as state testing.
- Educator Effectiveness Block Grant- One time funding to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness. These funds will be expended in accordance with the adopted plan over several years.

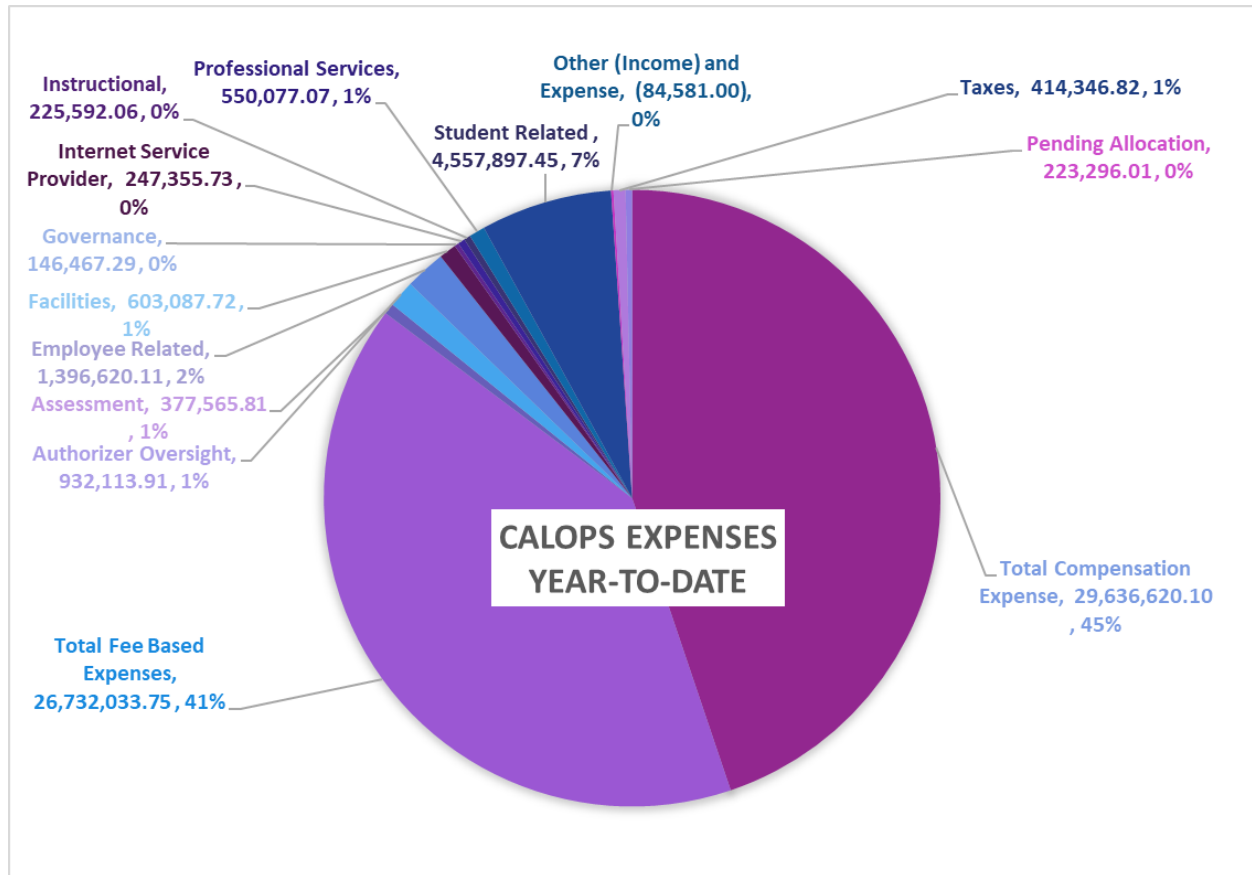
Our current local funding includes:

- LCFF Property Tax- The portion of taxes collected by the authorizing school district that must be transferred to the charter school serving that geographic location for the students that reside in that geographic location.
- Lottery- Quarterly payments, based on prior year average daily attendance. Funding is divided into restricted and unrestricted funds and must always be used exclusively for the education of students and can include instructional materials.
- E-RATE- Funding to assist with affordable high speed internet access and telecommunication services.

Since February 1st, 2023, the schools received \$23,915,287 in revenue, making the year to date total \$73,799,764 (68% of the anticipated \$108,484,078 expected for the year). Please note yearly allocations can change throughout the year based on recalculations of enrollment and adjustments from the funding source.

Expenses- Expenditures for February and March totaled \$15,854,381 which puts our year to date spending at 68% of what is budgeted. We continue to explore purchases that will assist our schools during the coming organizational changes. As we continue to discuss needed changes as a result of the transition from Pearson, anticipate some pre-paid expenses that will impact cash flow however, not the budget. As a purchases are made for the 2023-24 school year, we will account for them as part of next year's budget despite the payment being released prior to July 1, 2023. Any example of this would be technology for students and staff. This is a standard accounting practice and does not raise any audit or compliance concerns. We will continue to keep the board informed on decisions and purchases made appropriately.

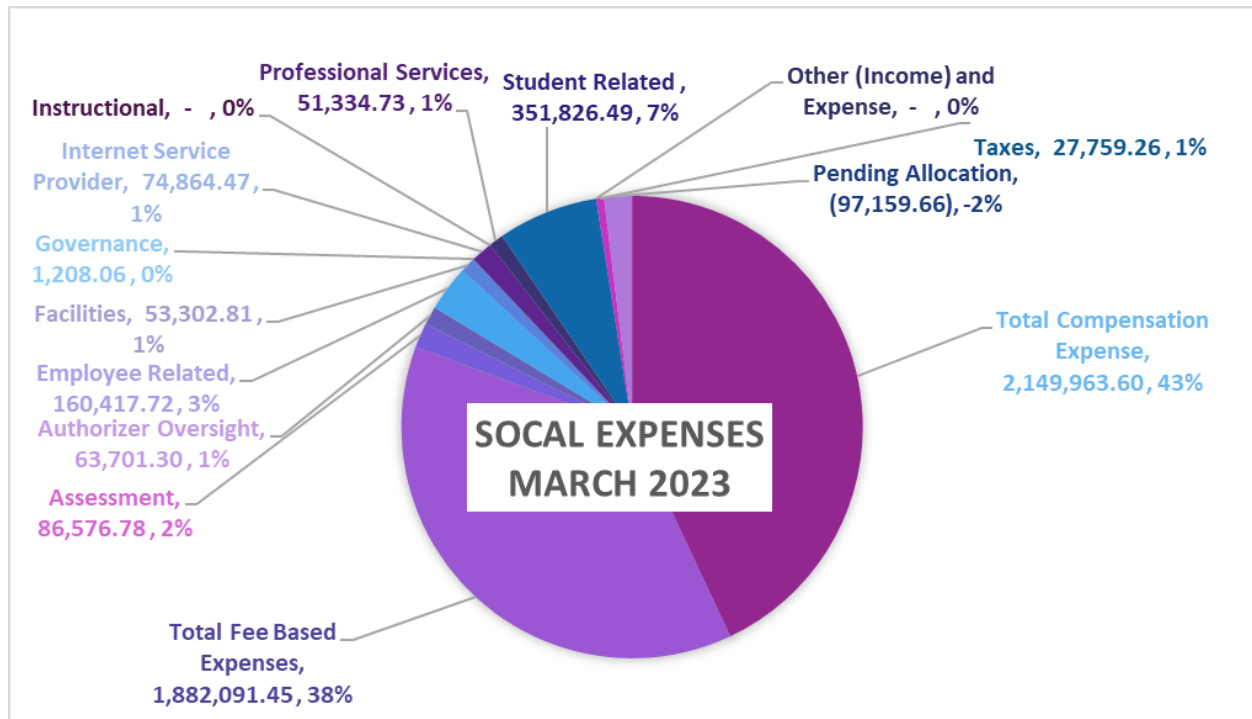
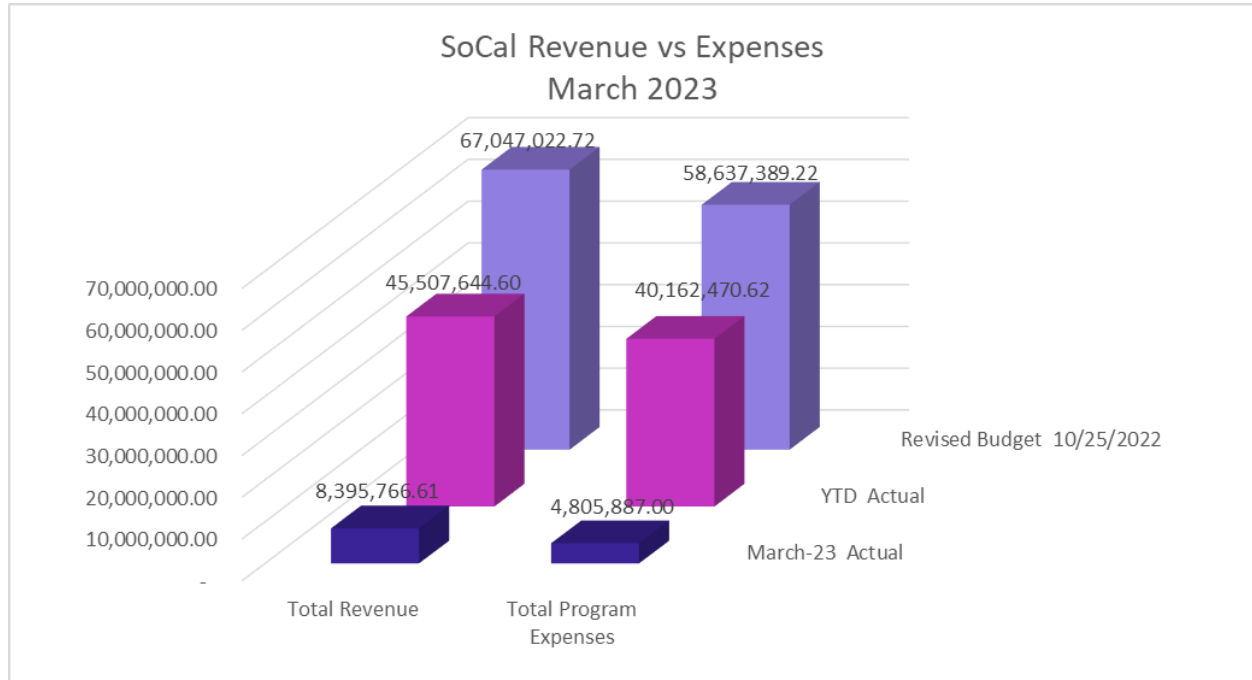
Below is a chart illustrating the usage of funds for the year for the CalOps organization as a whole.



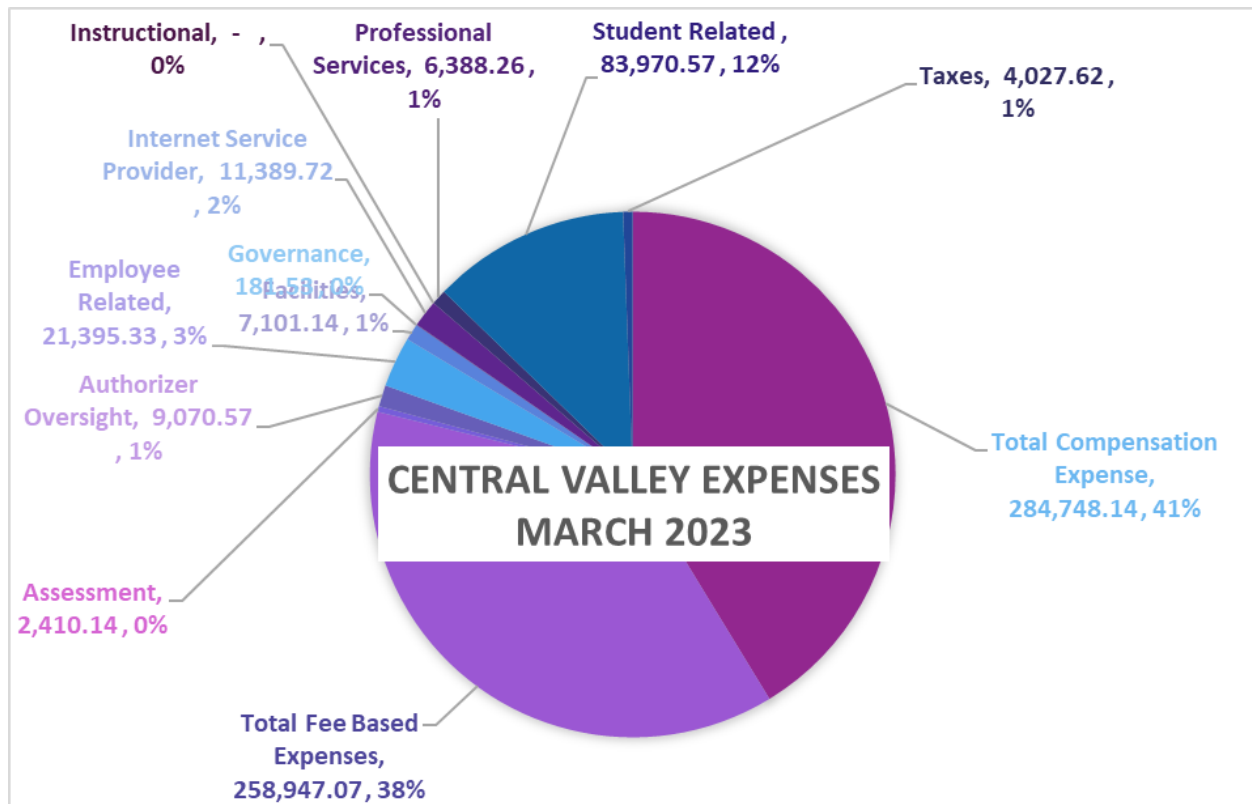
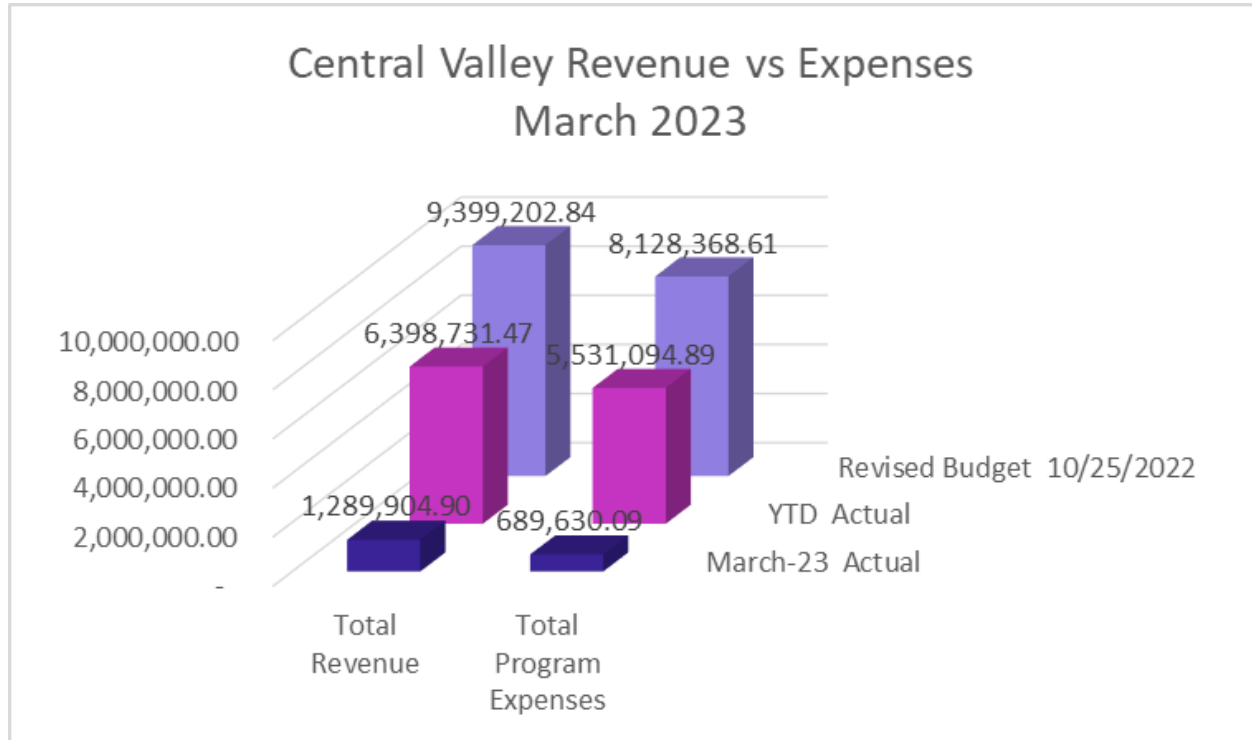
Balance Sheet: The cash balance in all of our accounts at the March close was approximately \$38,583,702. There are no current outstanding balances between Pearson Virtual Schools (PVS) and any CalOPs schools. The next round of payments to PVS for invoices presented in this board package and expected to be approved during the April board meeting will be scheduled to be released the first week of May, given board approval.

Schools' Summary:

SoCal- During the months of February and March, SoCal received local and state funding that included LCFF State Aid, LCFF EPA, LCFF Property Tax, Lottery, Mandated Cost Grant, SpED State and SPED ERMHS and Federal Title II funds. The SoCal expenses at March close were only at 64% of the amount budgeted.

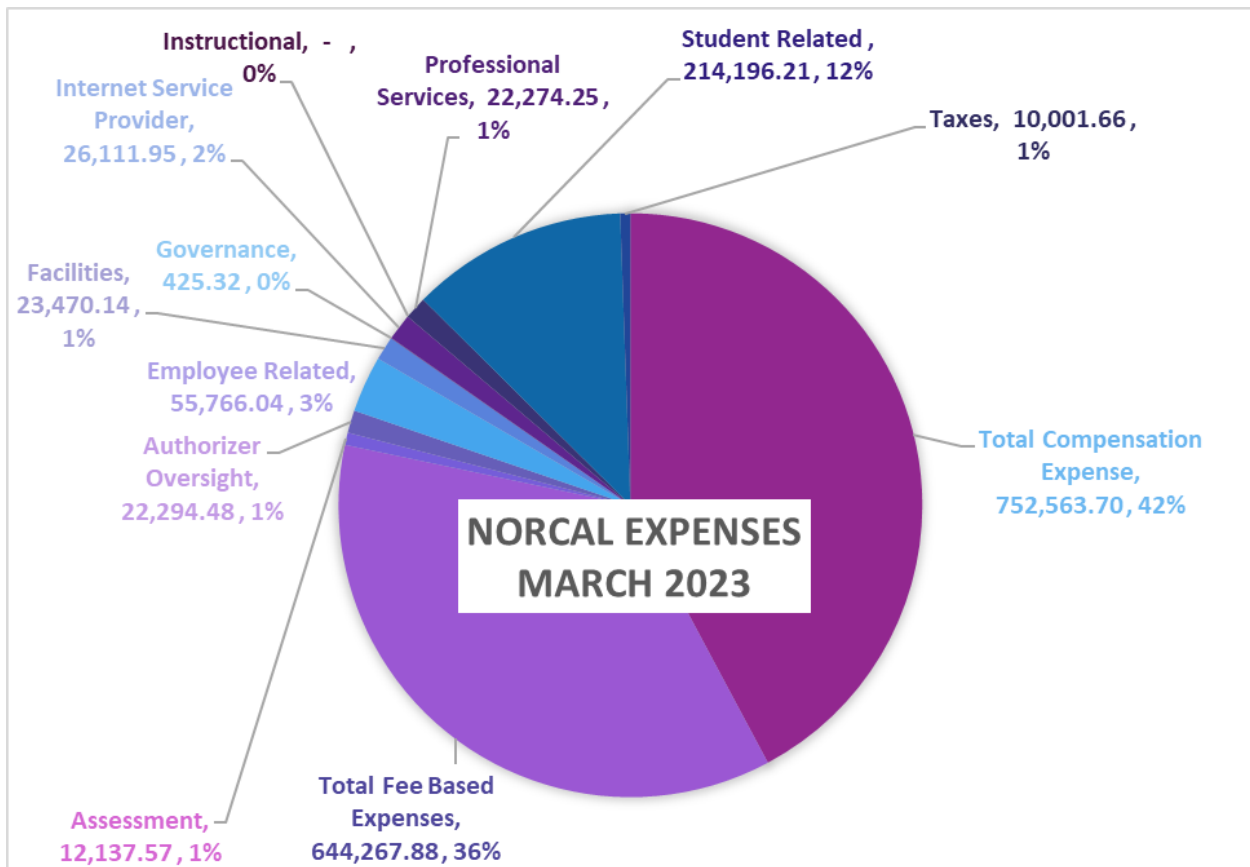
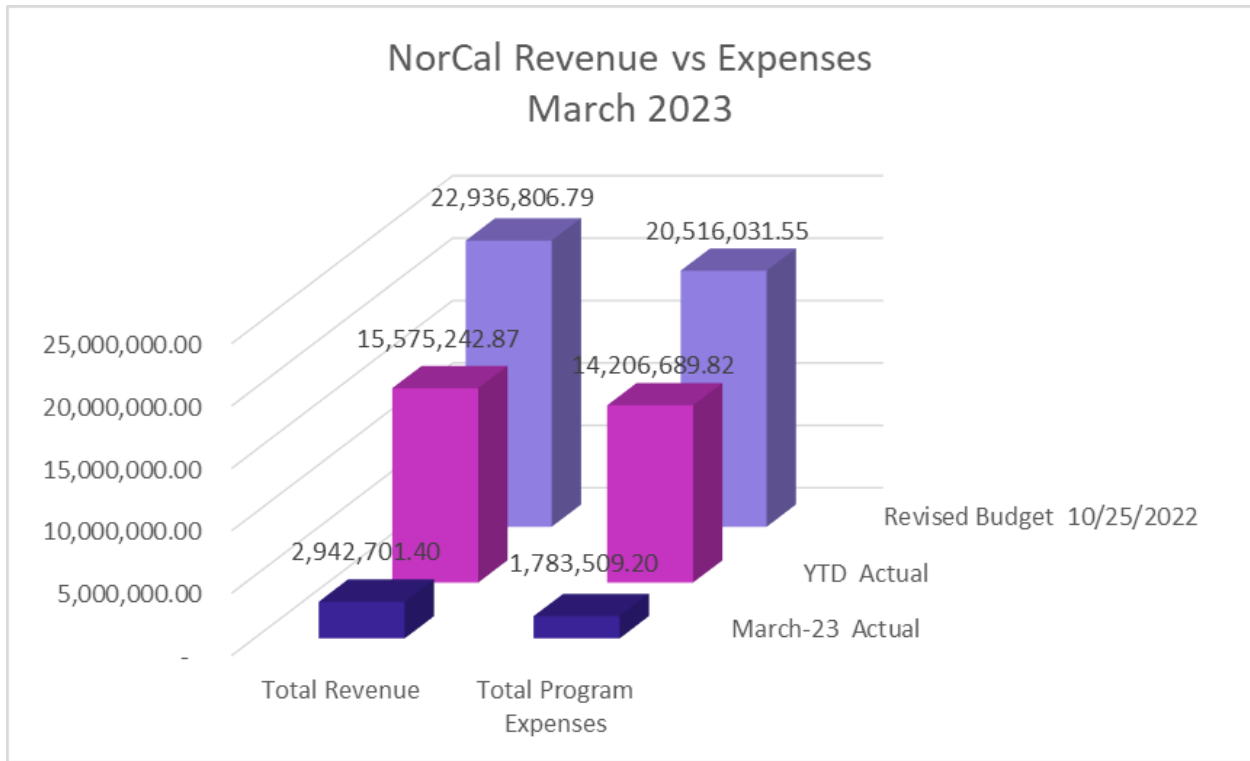


Central Valley- The revenue received by this school in January included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, LCFF Property Tax , SpED State and Federal Title I, II and IV. No Title funding was received. In all, the school has received 68% of their revenue for the year and has expenses 68% of their budget.

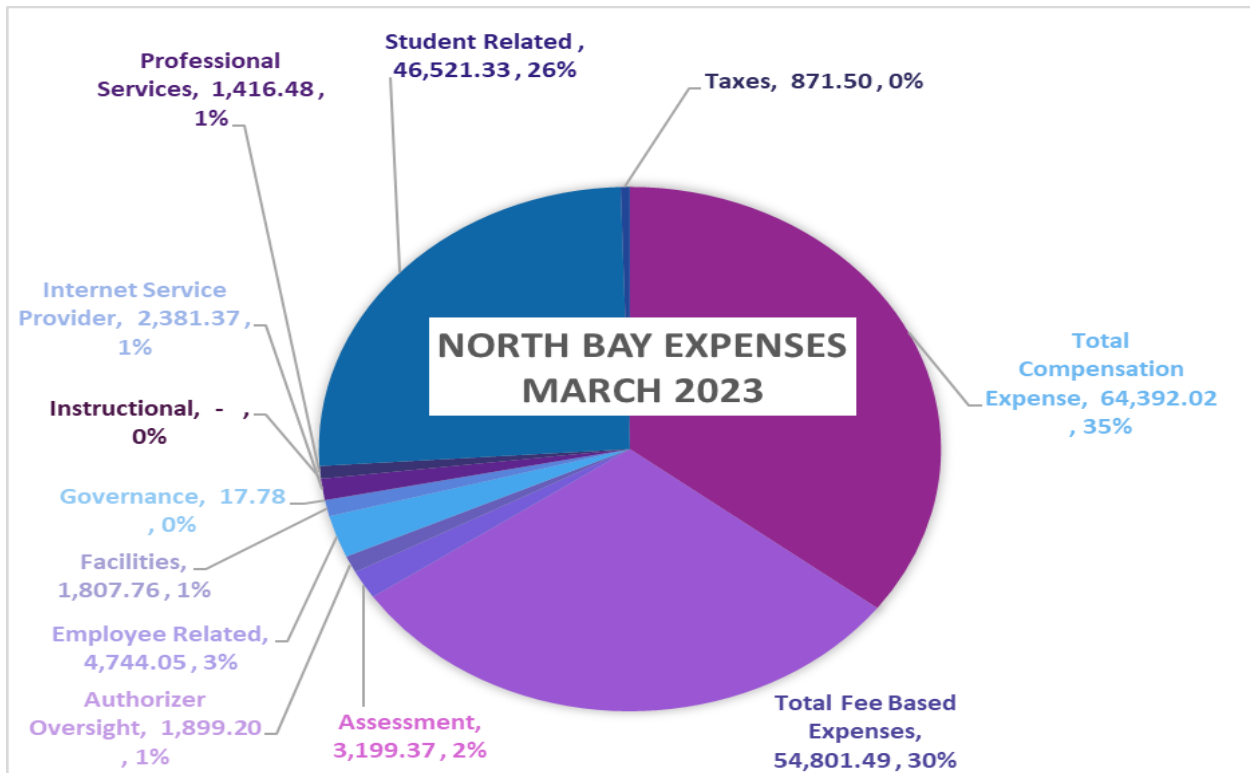
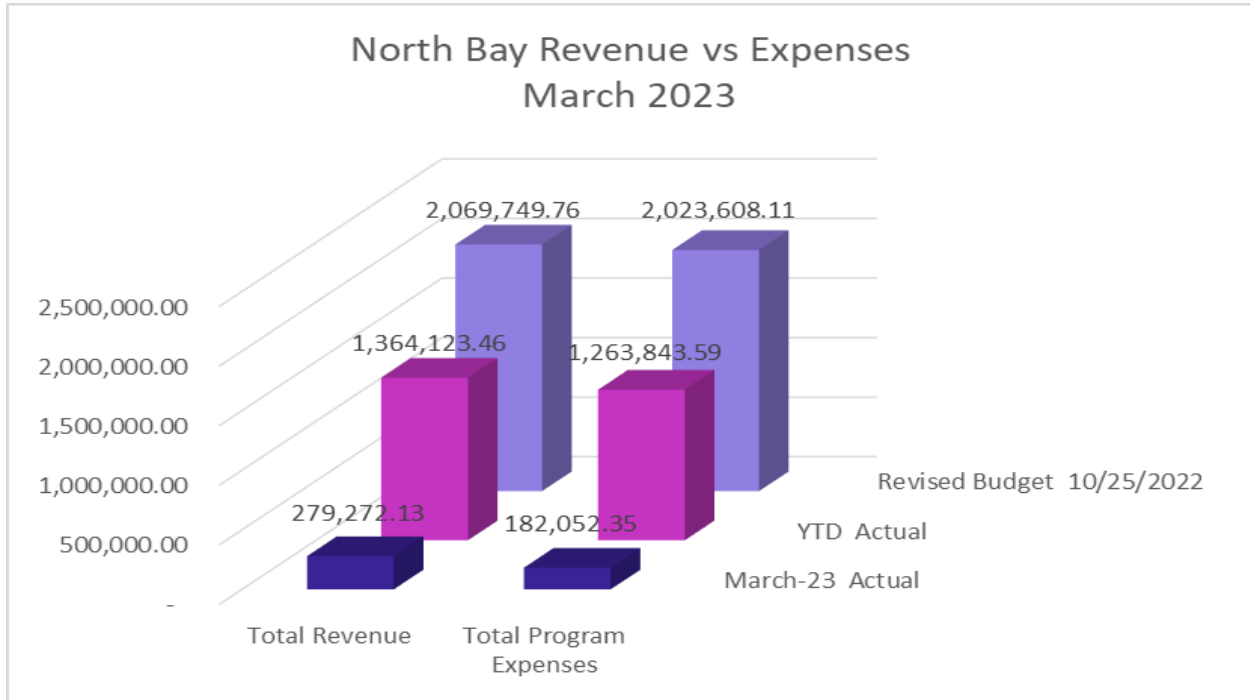


NorCal- The revenue received by this school in January included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, SpED State, ERHMS, ESSER and Federal Title I, II and IV. NorCal has received 68% of

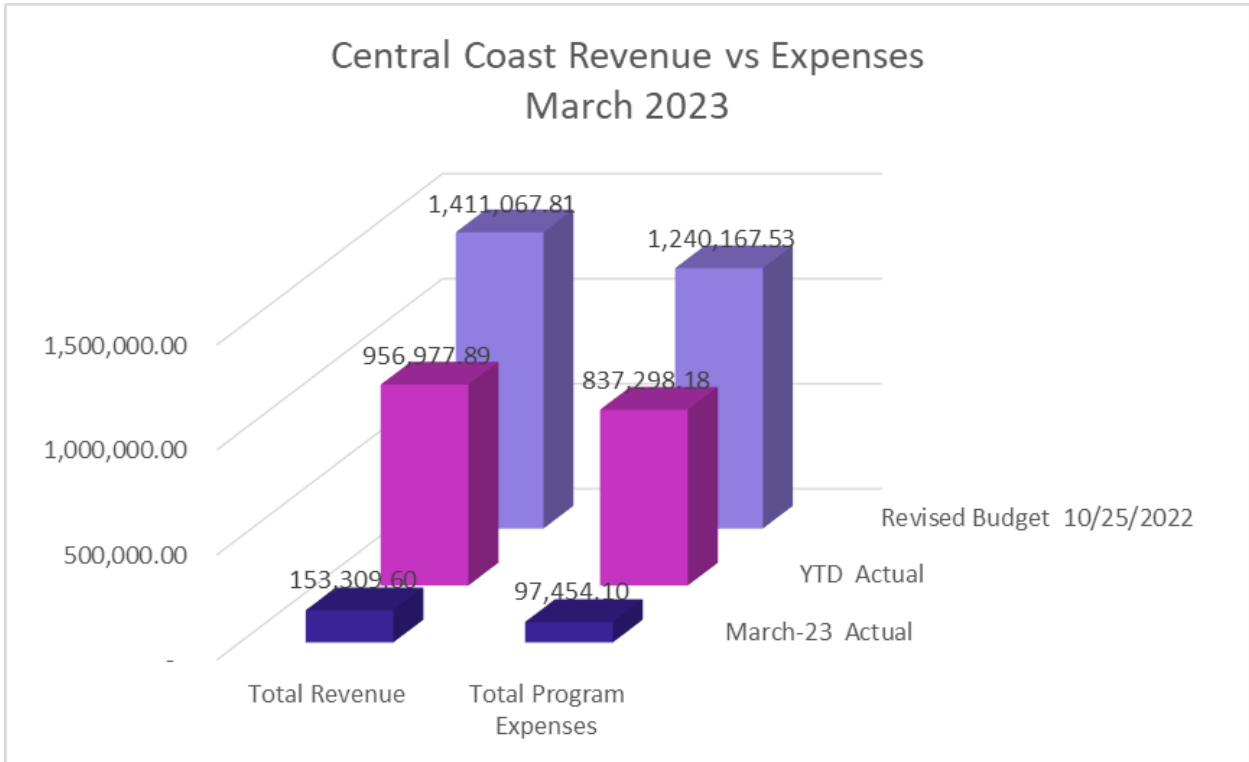
its projected revenue and has expenses recorded at 69% of its budget.

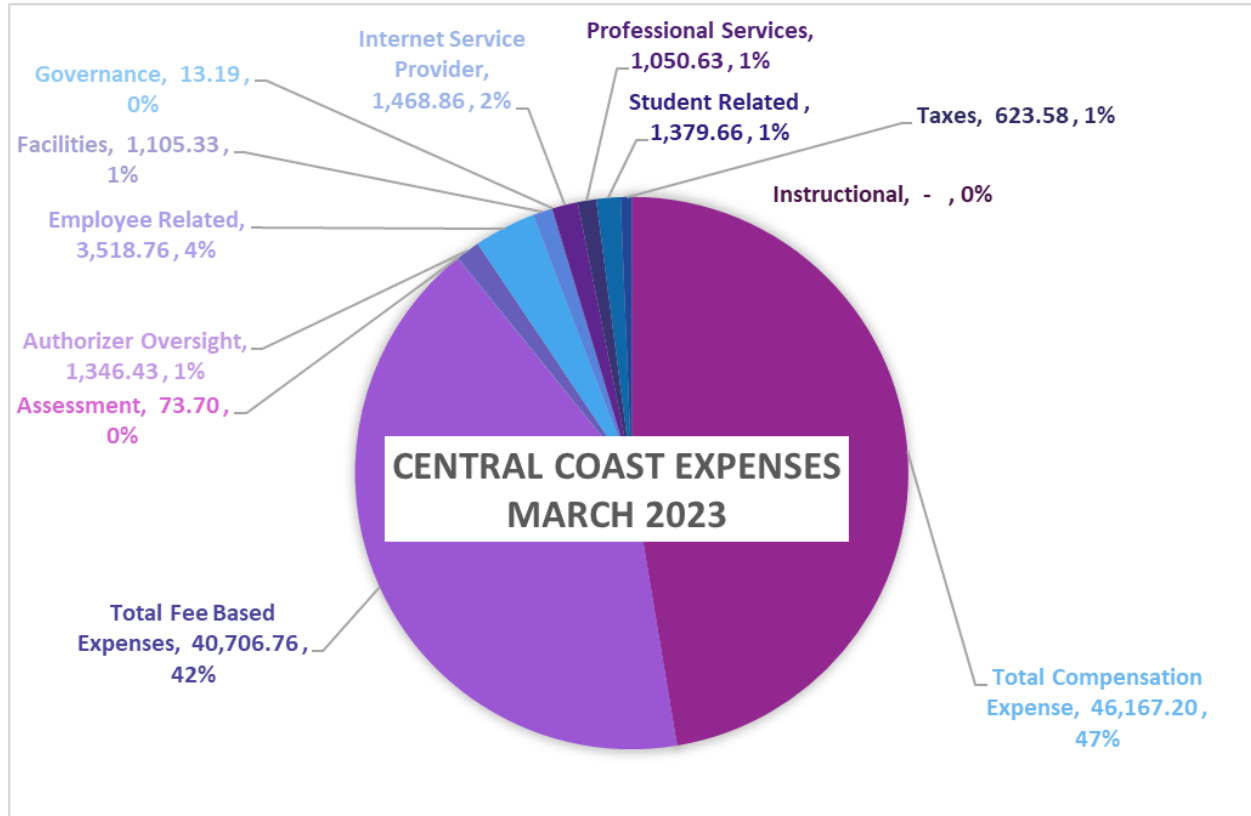


North Bay-The revenue received by this school last month included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, SpED State, ERHMS, ESSER and Federal Title I, II and IV. North Bay’s current year expenses are around 62% and the revenue received is 66% of the projected amount for the school year.

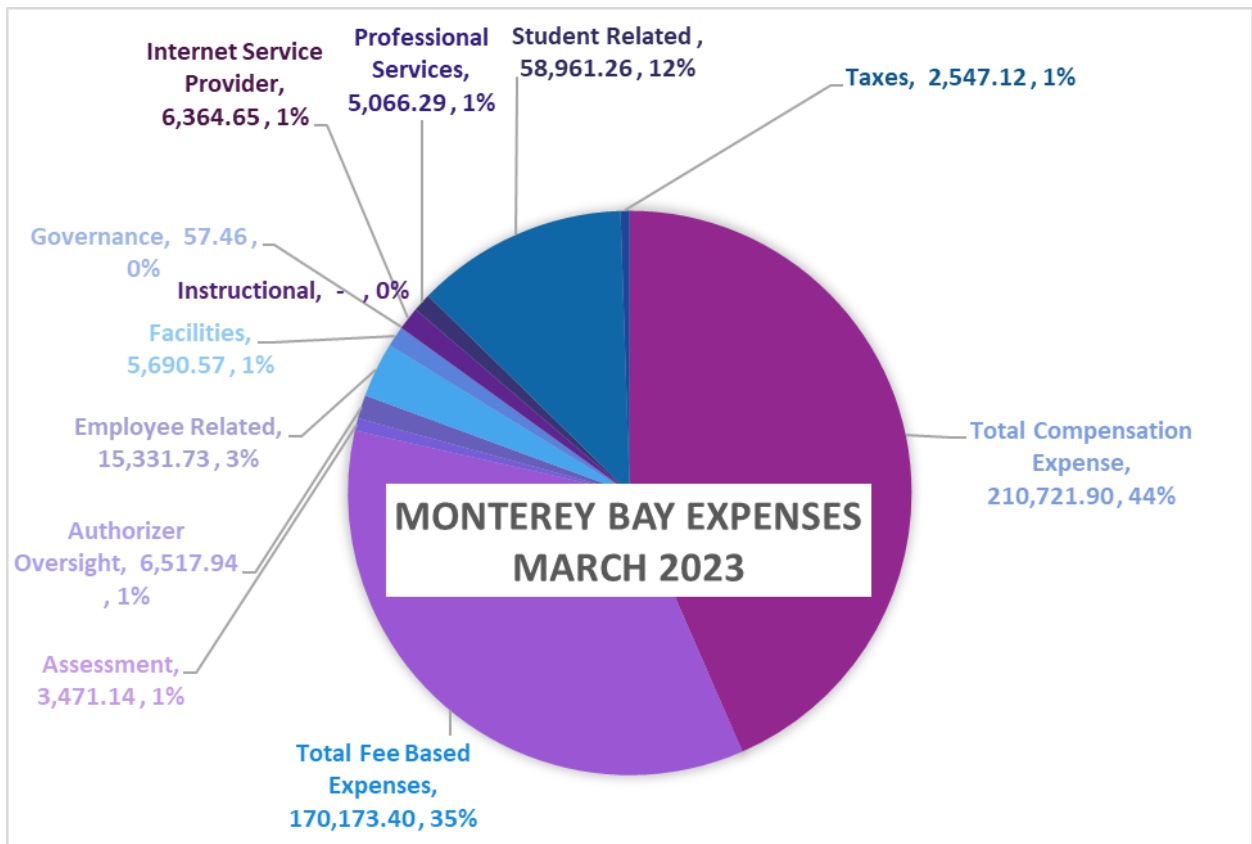
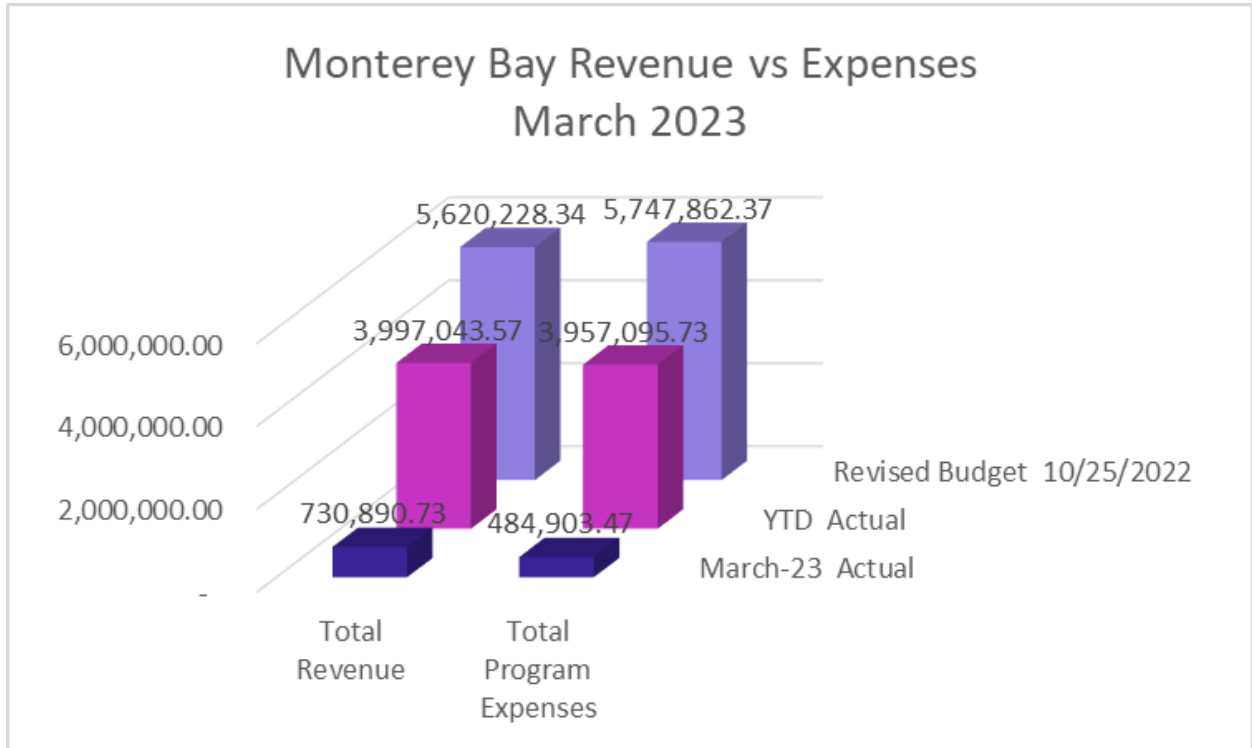


Central Coast-The revenue received by this school in January included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, ERHMS and SpED State. The school has received approximately 68% of their projected revenue. Their expenses are about 68% of budgeted for the year.





Monterey Bay- The revenue received by this school last month included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, ERHMS and SpED State. For the year they have received 71% of their revenue and have expenditures that total 69% of their budget. Like Central Coast the high spending areas are: Professional Development, Student Testing & Assessment Facilities & Services, Dues-School and Other School Contracted Services.



Financial Reports:

Special Education:

The following reports were submitted prior to their deadlines: MOE Pre-Test, ADA/Enrollment Reports, and the Expenditure Reports.

2nd Interim Reports:

The Second Interim reports were due for all six schools by March 15 for financials through January 31. All reports were submitted on time

Fall 2 Reporting:

CALPADS Fall 2 reports on student course enrollment and teacher staffing assignments. Fall 2 reports on the same population of students counted in Fall 1, as well as the administrators and staff providing student services and instruction on that date. Fall 1 census date is always the first Wednesday of October each year.

The state also has recently started to use Fall 2 data for teacher assignment monitoring. Beginning in 2019–20, the assignments of all certificated staff submitted as part of the Fall 2 data submission are being monitored to ensure that they have the appropriate credentials and authorizations, under the new credentialing laws for charter schools. The Fall 2 assignment data certified in CALPADS is provided to the Commission on Teacher Credentialing (CTC) who will identify potential mis-assignments. Any mis-assignments are then reviewed by the authorizing district and we attempt to resolve them. The final results, which may include any reportable mis-assignments, if any, will be publicly reported through the CDE.

The Fall 2 reporting deadline was March 11, 2022. All schools successful submitted their reports prior to the deadline.

ConApp Report:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds such as Federal Title I, II and IV to county offices, school districts, and direct-funded charter schools throughout California.

Annually, typically from mid-May to the end of June, each local educational agency (LEA), using the Consolidated Application and Reporting System (CARS), submits the spring release of the ConApp. The spring release documents participation in these programs and provides assurances that the LEA will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

The winter release of the ConApp is submitted via CARS from mid-January to the end of February each year and contains the LEA entitlements for each funded program. For each federal program entitlement, LEAs allocate funds for the program as indicated by the program requirements.

This report was supposed to be due on Feb 24, 2023 however, it is delayed. We continue to watch for updates.

ESSA Per-Pupil Expenditure (PPE) Report:

The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE). Although California LEAs already collect and report on most of the required report card data elements, including LEA-level expenditures, they are not currently collecting or reporting school-level expenditures to the state. Although there is currently nothing in federal law or federal regulations that requires SEAs to develop a standard methodology for calculating PPE, the California Department of Education (CDE) recognizes the need to provide support to LEAs on implementing this new reporting requirement. To that effect, CDE created a web-based application to assist LEAs in collecting and reporting the required data.

This report was due on March 1st and was submitted on time for all schools.

Federal Stimulus Annual Reporting:

As a requirement by of the California Department of Education (CDE), the Stimulus Funding Reporting Portal was created to gather required data for purposes of state and federal reporting on CARES Act, CRRSA Act, ARP Act, and other COVID-19 related funds. Local educational agencies (LEAs) must report on these funds within the Stimulus Funding Reporting Portal. Reports were submitted on time to meet the March 31st deadline.

Special Education Service Contracts Update:

Finance and the Student Services department continue to work together to explore quality providers to serve our growing special education needs. Below is a list of new providers we have entered into contracts or addendums created to existing contracts with for the remainder of the 2022-23 school year that were initiated since the last board meeting.

NEW CONTRACTS	
2022-23 SERVICE PROVIDERS/VENDORS	Contract Status
Expatriate Communications	FULLY EXECUTED 2/28/2023
Home Grown OT 4 Kids	FULLY EXECUTED 3/15/2023
Teamwork Therapies	FULLY EXECUTED 3/16/2023

2022-23 SERVICE PROVIDERS/VENDORS	Addendum Notes	Addendum Status
FeldCare Therapy, Inc. DBA FeldCare Connects	Speech Therapy rate of 150.00 reduced from 175.00. Only for one specific ST with 20min/wk in-home speech therapy	FULLY EXECUTED 3/27/2023

Coversheet

Approval of Staffing Report (attached)

Section:	IV. Consent Items
Item:	A. Approval of Staffing Report (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalCA Staffing Report_March 2023.pdf CalCA Staffing Report_April 2023 (1).pdf Vishnani,Ayesha_Resume.pdf Saenz,Marissa_Resume.pdf Hendrick,Elizabeth_Resume.pdf Price,Melissa_Resume.pdf Poulson,Kalli_Resume.pdf Johnson,Anna_Resume.pdf McDevitt,Neil_Resume.pdf Mathieson,Kacey_Resume.pdf Corral,Jorgelina_Resume.pdf Castro,Jennifer_Resume.pdf Blackburn,Michael_Resume.pdf

CalCA Staffing Report**New Hires**

Name	Area	Compensation	Start Date
Corral, Jorgelina R.	Teacher - Secondary	\$65,470.00	03/09/2023
Johnson, Anna	Teacher - Special Ed	\$72,470.00	03/02/2023
Mathieson, Kacey	Teacher - Secondary	\$58,970.00	03/16/2023
McDevitt, Neil	Teacher - Secondary	\$67,470.00	03/30/2023
Poulson, Kalli	School Admin Asst I	\$20.00	03/02/2023
Price, Melissa M.	School Counselor	\$62,970.00	03/13/2023

Departing Employees

Name	Area	Last Day of Work	Reason for Leaving
Forrest, Alicia R.	Teacher - Special Ed	03/09/2023	Personal Reasons
Heisler, Emily A.	Teacher - Special Ed	03/03/2023	Compensation
Meadows, Irene	Teacher - Special Ed	03/10/2023	Return to Brick & Mortar

Promotion / Position Changes

Name	Former Position	New Position	Compensation	Start Date
Rosenthal, Sheryl	Teacher - Secondary	Computer Network Spc	\$80,000.00	03/16/2023

CalCA Staffing Report

New Hires

Name	Area	Compensation	Start Date
Blackburn, Michael	Teacher - Secondary	\$65,970.00	04/03/2023
Castro, Jennifer	Teacher - Special Ed	\$70,970.00	04/17/2023
Hendrick, Elizabeth	Teacher - Special Ed	\$72,000.00	04/17/2023
Saenz, Marissa D.	Teacher - Special Ed	\$66,970.00	04/17/2023
Vishnani, Ayesha	DEI Specialist	\$95,000.00	04/10/2023

Departing Employees

Name	Area	Last Day of Work	Reason for Leaving
N/A			

Promotion / Position Changes

Name	Former Position	New Position	Compensation	Start Date
N/A				

AYESHA VISHNANI

Inclusivity and Equity Change Agent | Advocate | Storyteller

- Bachelor of Journalism, Emphasis in Print and Digital Data Reporting and Minors in Women's and Gender Studies and Spanish, University of Missouri-Columbia
- Fluent: English and Hindi, Conversational: Spanish
- Social Justice Mediation Training, *University of Missouri-Columbia, January 2018*
- Inclusive Learning Experience Explorer, *Pearson, October 2022*

EXPERIENCE

PEARSON VIRTUAL SCHOOLS

DEI Specialist, November 2020-January 2023

- Created, implemented, and led the first Diversity, Equity, and Inclusion strategy across departments for virtual schools.
- Empowered development in Culturally Responsive Education and Leadership for virtual school leaders and staff through one-on-one consulting, data analysis, professional development, and internal corporate advocacy on behalf of schools.
- Tracked and analyzed employee metrics and developed hiring-to-retain initiative to focus on the holistic advancement of marginalized teachers.
- Created the first Connections Academy Leadership PD virtual series on diversity, equity, and inclusion impacting schools across the country.
- Designed and curated a DEI webpage spotlighting and engaging staff as well as consistently highlighting culturally responsive resources which were adapted in virtual schools nationally. One of the most trafficked HR pages for the business.
- Facilitated an internal DEI School Strategy Committee with leaders across the business to partner on supporting school growth and meeting needs across the organization, consulting with departments such as curriculum, HR, marketing, and more.

MULTICULTURAL CENTER, Department of Inclusion, Diversity and Equity, University of Missouri-Columbia

Program Specialist, March 2020-November 2020

- Advised and mentored student organizations in order to help foster inclusivity and awareness on campus and keeping track of goals and deadlines to meet DEI benchmarks.
- Revamped advocacy-based model for Diversity Peer Educators by reassessing the current framework & goals and redesigning it to fit the changing needs of the organization through member feedback and other benchmarks.
- Worked on annual report assessing programming DEI benchmarks.
- Mentored organization leaders virtually to ensure accountability and belonging.

DIVERSITY PEER EDUCATOR 2017-2019

- Designed equity and inclusion facilitations based on each requestor's needs and area of interest.

- Organized campus conversations on systems of oppression including xenophobia, sexism, racism, homophobia, transphobia etc.
- Led facilitations for new students to plant foundational seeds about identity and inclusivity reaching hundreds of students.

FOUR FRONT MARGINALIZED COUNCIL

Senior Advisor, August-December 2019, Co-Chair, 2018-19

- Worked to build solidarity and foster sustainable leadership among 18 student organizations based on race, gender identity, sexuality, religion, ability and other identities through meetings, a retreat and solidarity walks that brought together current students and alumni.
- Delegated a \$13,000 budget for funding and resources to 18 organizations.
- Served on working groups, hiring committees with campus administration including Vice Chancellor of Inclusion, Diversity and Equity, to further departmental goals and secured an additional \$10,000 for the council.

RACE MATTERS, FRIENDS

Intern, June-October 2019

- Worked as an advocate and mentor for a student who had experienced racism and classism from the public school system at a summer academy and used mediation skills to bridge gaps of understanding.

SHAWNEE MISSION POST

Reporter May-August 2016, May-August 2017

- Wrote a series of investigative pieces on the 10-year increasing trend in free-reduced lunch rate for three districts—received highest engagement rate on website and social media.
- Reported on trends in the Shawnee Mission school district's English Language Learners' program and restructuring of classrooms and resources.

COLUMBIA MISSOURIAN

Public health and safety reporter, January 2017-May 2017

- Covered public safety, environment, courts, health issues centered predominantly on people of color, women, and immigrants.
- Analyzed data trends and reports on various issues like free speech and racial inequities and discrimination.

• **AWARDS AND ACKNOWLEDGEMENTS**

- Pearson Virtual Schools Core Values Award 2021
- Connections Academy School Leader Award of Appreciation for work as PVS's Diversity and Inclusion Specialist 2022
- Thriving 22 Political Activist Award – Awarded by the Epsilon Psi Chapter of Delta Sigma Theta Sorority, Incorporated
- Resilient Advocate Award – Asian American Association
- NAACP Image Award Nominee for the Dr. Medgar Evers Political Award

***Resume of* MARISSA DONINE SAENZ**

CREDENTIALS

Level 1 Education Specialist Instruction Credential
Preliminary Multiple Subject Teaching Credential
Emergency Cross Cultural, Language and Academic Development Certificate
*CLAD Program Completion 6/2023

EDUCATION

M.S. Integrated Elementary & Special Education Boston, MA
Boston University, GPA 3.68 Graduated 9/2020

B.S. Human Development & Psychology Boston, MA
Concentration in Counseling, Summa Cum Laude Graduated 5/2019
Wheelock College of Education & Human Development at Boston University

EXPERIENCE

Gabriella Charter School 2 Los Angeles, CA
5th - 7th Grade Resource Specialist Teacher / Education Specialist 8/2021 - Present

- Plans and executes individualized instruction and support to students with special needs in accordance with IEP goals
- Supports general education teachers and administrators to implement appropriate strategies to meet the needs of students with IEPs within the general education setting
- Manages compliance of accommodations and modifications for students with IEPs both in the general education classroom and during special education service time
- Manages records and follows appropriate legal procedures and practices as they relate to special education
- Finalizes all IEPs, ensuring compliance with State, Federal and SELPA laws and guidelines

Romoland Elementary School Romoland, CA
2nd - 5th Grade Education Specialist / Special Education Teacher 7/2020 - 6/2021

- Lead Teacher in a Special Day Class for students experiencing moderate to severe learning and behavioral disabilities through a virtual and in-person hybrid model
- Supervised and managed 4 Instructional Aides, delegated remote and in-person direction to target students' IEP goals
- Conducted annual IEP and evaluation meetings that involved initiating communication with families, school administration, and students' service providers
- Collaborated with various teams to ensure positive outcomes are met, while remaining adaptive to the changing needs and priorities presented by the COVID-19 pandemic
- Completed extensive training in thoughtful decision making, safety measure improvement, and risk reduction in the classroom, earning Pro-Act In-Service Instructor certification

Gardner Pilot Academy Allston, MA
4th Grade Elementary & Special Education Intern 8/2019 - 6/2020

- Provided full-time support to two 4th-grade inclusive classrooms, their teachers, the learning specialist, and service providers to improve student learning and increase family collaboration
- Appointed substitute lead teacher of the 4th-grade general classroom and special education classroom
- Collected and monitored data to measure progress and track student behavior to implement proactive approaches to challenging behaviors
- Joined daily grade-level meetings and developed a thorough understanding of pedagogy that informed plans and implementation of inclusive curriculum, activities, and lessons for students

MARISSA DONINE SAENZ

2

- Designed 4 months of virtual English Language Arts (ELA), math lessons, and one-on-one lessons to meet specific IEP needs caused by the COVID-19 pandemic

Coolidge Corner After School Enrichment Program

Brookline, MA

Learning Lab Instructor, Writing Instructor, and On-Site Coordinator

10/2017 - 6/2019

- Created writing and math curriculum for 3rd and 4th-graders built on the Massachusetts Department of Elementary Curriculum Framework
- Facilitated curriculum for a narrative writing class that incorporated engaging activities for students enrolled in K-5th-grade, such as creating personal scrapbooks
- Coordinated 10 after school staff in scheduling and ensuring all enrichment programs had sufficient support
- Advised students on maintaining productive study habits conducive to their unique family and household needs
- Improved 20 student participants reading and writing levels over the year

Amos A. Laurence School

Brookline, MA

3rd Grade Pre-Practicum Student Teacher

2/2/2019 - 5/2019

- Taught twenty-four 3rd grade students for 21 hours a week as a Boston University student teacher
- Employed effective instructional and classroom management techniques, including evidence-based instructional practices, Schoolwide Positive Behavior Interventions and Supports, and Applied Behavior Analysis
- Created innovative lessons such as math, ELA, and social-emotional learning per state curriculum and school-wide curriculum standards
- Interacted frequently with parents, responded to student needs directly, and promoted positive relationships with fellow teachers and school administrators
- Upheld the school's mission to provide all students with support necessary to make progress and achieve success
- Communicated with parents in person and through a weekly newsletter

City Year

Los Angeles, CA

AmeriCorps Member

7/2014 - 6/2015

- Co-taught a tri-lingual classroom in Koreatown, Los Angeles, through in-class support and direct assistance for each student's unique set of challenges at school and during after school programs
- Designed intervention tools to scaffold student learning and improve their attendance, behavior, and course performance in ELA and math
- Conducted monthly student data reports to ensure that each AmeriCorps member met the 15 hours of student support within the 3 areas of early warning indicators
- Developed extensive civic knowledge in education practice applied towards strengthening partner interactions, enhancing outcomes, and creating insightful work products
- Achieved the AmeriCorps Excellence Award for Level Five Leadership for exceptional performance in leading colleagues and classrooms with clear intention and purpose

Beth Hendrick, Ed.D.

EDUCATION

- **Ed.D, California State University, Sacramento**
 - [Graduate with Distinction](#) (one of two awarded)
 - “Best Graduate Paper” in CSU-wide Social Sciences Symposium
 - Cumulative GPA: 4.0
- **M.A, San Diego State University**
 - Cumulative GPA: 3.89
- **B.A, California State University, Chico**
 - Member of Award-Winning Model United Nations Team
 - Intern, Center for Applied and Professional Ethics (CAPE)

EXPERIENCE IN EDUCATION

- *Special Education Program Specialist, California Virtual Academy (CAVA)*
 - Supervise, evaluate, and manage caseloads for 13 TK-2 Education Specialists
 - Oversee non-public school placements and case management
 - Monitor and guide IEP’s with high profile parents and advocates
 - Manage enrollment, write interim offers, and place students with IEPs
 - Monitor compliance timelines and draft PWNs when needed
 - Collaborate with General Education on data monitoring
 - Develop a virtual push-in model
 - Manage professional development for general education leaders and education specialists
- *Education Specialist, California Virtual Academy (CAVA)*
 - Manage a caseload of 28 students with IEPs, in addition to initial IEPs
 - Schedule, write, and lead IEP meetings by deadlines
 - Monitor student attendance, performance and services
 - Mentor new teachers
- *Teaching Assistant & Graduate Writing Instructor, California State University, Sacramento*
 - TA for EdD 608 (Diversity and Equity in Complex Organizations)
 - TA for EdD 602 (Policy and Practice for Education Leaders)
 - Presented on LCFE policy and LCAP development
- *Program Specialist, California Collaborative for Educational Excellence*
 - Supported systems development
 - Created statewide professional development
- *Education Specialist, Rocklin Unified SD & Grossmont Union SD*
 - Planned and led Special Day Class English courses (Grades 9-12)
 - Manages a caseload of 23-25 students with IEPs
 - Schedule, write, and lead IEP meetings by deadlines
 - Monitor student attendance, performance and services

CERTIFICATIONS

- Preliminary California Administrative Services Credential
- Lifetime California Education Specialist Credential
- Lifetime California Cross-cultural, Language and Academic Development (CLAD) Credential

Beth Hendrick, Ed.D.

916.582.7302

mbhendrick2019@gmail.com

PROFESSIONAL ORGANIZATIONS

- *Member*, Doctorate in Educational Leadership Student Association (DELSA)
- *Member*, American Educational Research Association (AERA)
- *Member*, Council for Exceptional Children (CEC)

PUBLICATIONS AND SPEAKING ENGAGEMENTS

September, 2022

California State University, Sacramento Outstanding Dissertation Panel

[Link to Recorded Video](#) (Presentation begins at 24:40)

May, 2022

California State University Social Sciences Symposium

Winner: Best Graduate Paper

Fall, 2020

Journal of Transformative Leadership

Leading with Justice: Afterword and Next Step

[Link to Journal Article](#)

Melissa Price

M.A School Counseling, PPSC

Contact Information

Skills

- Communication
- Multicultural Competency
- Organization
- Student engagement
- Flexible and Adaptable
- Team collaboration

Certifications

- Mental Health First Aid Certified

References

Michael Beason

Principal, Live Oak Middle School

Tai'Onie Morson

Vice Principal, Live Oak Middle School

Kimberly Merten

School Counselor, Live Oak Middle School

Career Summary

School Counseling Intern Tulare City School District- Live Oak Middle School | January 2022 to June 2022

- Oversaw a guidance program designed to allow 431 students on campus to voice concerns without fear of punishment or judgment.
- Analyzed student performance in class and identify sources of problems.
- Get to know students and their unique needs to offer specialized solutions.
- Helped students develop a plan for their academic career that corresponds with their skills and interests.
- Observed crisis intervention and prevention programs.
- Observed the facilitation of communication between parents, Teachers, administrators and students about behavior and academic problems.
- Assisted with school programs and events including IEP, MTSS and SST meetings

Substitute Teacher Tulare County Office of Education | August 2021 to January 2022

- Followed lesson plans provided by the Teacher to create a cohesive and consistent learning experience for a class of 15- 35 students
- Managed the classroom effectively to encourage student participation, minimize distractions and maintain a positive learning environment
- Adapted teaching methods to fit the needs of each individual student
- Supervised students in and out of the classroom, including in the halls, on the playground and in the cafeteria

Intervention Aide Liberty School District | April 2021 to June 2021

- Assessed individual student needs while fostering development and growth
- Developed solutions to improve performance
- Communicated with teachers and staff on student achievement

Education

- **University of Massachusetts Global (Formally Brandman University)**

Master of Arts in Counseling, Pupil Personnel Services Credential in School Counseling

Visalia, Ca | May 2022

- **Fresno Pacific University**

Bachelor of Arts in Early Childhood Development

Fresno, Ca | December 2017

Honors: Magna Cum Laude

Kalli Poulson

Education:

Brigham Young University-Idaho

English Degree

- This degree taught me the skills of critical thinking, literature analysis, professional and creative writing, and grammar.

German Study Abroad

- I lived in Berlin for a month and studied German at the Goethe University to develop my Language skills2

Work Experience:

Eye Technician

Tehachapi Optometric Center-----Tehachapi CA June 2021- Feb 2023

- Complete initial exam for patients before seen by the doctor
- Ensure all contact orders are placed, organized, and delivered
- Ensure office supplies is in stock to complete medical procedures

English Tutor

Writing Center-----BYUI Campus 2019

- I taught students how to write college level papers. I worked closely with Professors to ensure I understood expectations
- Coordinated with students to build the skills from brainstorming to completion of assignments with confidence.

After School Teacher

First Grade Teacher at Tompkins Elementary School-----Tehachapi, CA 2020

- Coordinated with teachers and administrators for the placement and activities of the students
- Helped students complete activities, homework assignments, and work on social skills.

Teacher at Missionary Training Center

Training Instructor and Analyzer-----Provo, UT 2018

- At this time I noted different teaching methods, and helped the missionaries to improve
- Developed skills of listening and understanding and helping when needed

Volunteer Experience:

Missionary

September, 2014-March 2016

The Church of Jesus Christ of Latter-Day Saints

Stockholm, Sween

- Learned the Swedish Language in order to teach people in their native tongue
- My responsibilities as a missionary in Sweden were to find, teach, and serve people in need. I did this in the Swedish language which I studied daily. I was also a training leader over other missionaries, and made sure their needs were met.
- Taught weekly classes for people of all different backgrounds to learn English

Anna K. Johnson

SUMMARY OF QUALIFICATIONS

Special Education Program Specialist at CAVA for grades TK-5. Have extensive experience with High Profile IEPs, including due processes and medication. Accredited teacher with over twenty years of teaching and coaching experience, teaching ELL, Special education, and General Education; coaching swimming, water polo, and soccer. Participated in many professional training and conferences, including international linguistic conferences in Austria and Singapore. I will graduate with my doctorate in educational leadership by 6/2024.

PROFESSIONAL EXPERIENCE

Teaching, leadership, Multicultural, and Instructional Experience

- 2022-2023 Program Specialist serving over 4000 students.

- 2021-2022 - Lead Education Specialist at CAVA at HS.
- 2020 - 2022 successfully train and mentored student teachers at CAVA.
- 2020 - 2022 Member of CAVA Targeted Review Committee for Special education.
- 2019 - 2021 Mild to Moderate Special Education teacher at CAVA 3-5 grades.
- 2018 - 2019 Mild to Moderate Special Education Teacher at Del Norte High school. Poway Unified School District.
- 2018 Special Education credentials. San Diego, CA 6-8 NSH class at Oak Valley Middle School (Math and Science) Student teaching at Poway Unified School District, CA
- 2016 - 2017 2/3 grade general education teacher at Design39Campus, Poway Unified School
- 2015 - 2016 Impact Teacher (reading intervention teacher), Poway Unified School District, CA

- 2011 - 2016 Substitute teacher. Poway School District, San Diego, CA (while raising my two daughters)
- 2013 Head Soccer Coach. 4S Ranch Community Soccer team, San Diego, CA
- 2001 - 2009 ELL teacher, parent outreach, and interpreter. Battle Ground and Evergreen School Districts. Vancouver WA.
- 2008 Reading and writing tutor. Evergreen School District. Vancouver, WA
- 2005 Parent liaison (administration). Evergreen School District. Vancouver, WA
- 2003-2004 Women's water polo coach. Lincoln High School, Portland, OR
- 2001-2011 USA Swimming-certified swim team coach, aerobic Instructor. Club Green Meadows. Vancouver, WA
- **LINCOLN HIGH SCHOOL, Portland, Oregon. Women's water polo coach.**

TRAININGS and SEMINARS

- September 2022 - SELPA Mediating the Litigated Cases offered by Straus Institute for Dispute Resolution (Pepperdine University, Malibu).
- January 2022 - Present Doctorate in Educational Leadership program (UCSD)
- February 2020 - CEC special education expo. Portland, OR. (through CAVA)
- November, 2019 SELPA training, Los Angeles, CA. (through CAVA)
- 2018-2019 Special Education Clear Credential Program (PPAP), Poway Unified School District.
- 2017– 2018 CSUSM – Special Education Credentials. Vista, CA.
- 2015- 2016 Clear Credentials Program/Multiple subjects credential (SDSU).
- 2014 ELL Authorization (UCSD)
- 2009 Algebraic Thinking (WSU course)
- 2008 GLAD
- 2002-2008 Summer OLE (Optimal Learning Environment)
- 2007 Love and Logic

- 2007 ENVoY
- 2005 International Linguistic Conference, Graz, Austria
- 2001 International Linguistic Conference, Singapore Publishing and Conference experience
- 2021 Participated in International Linguistic Conference with my publication on language acquisition. Singapore.
- 2005 Participated in International Linguistic Conference with my publication on language acquisition. Graz, Austria

OTHER RELEVANT KNOWLEDGE AND EXPERIENCE

- Multilingual. Fluent in Russian and English. Strong foundation in German.
- Participated in research and publishing several history books www.mayflowerhistory.com
- College coursework on using Microsoft Office applications (Word, Excel, Outlook, PowerPoint).
- Hands on experience with classroom technologies/apps/devices.
- Keep up with current technology including Zoom, Blackboard, Newrow.

EDUCATION

- January 2022 - present Doctorate in Educational Leadership, UCSD, San Diego, CA.
- PUSD – PPAP clear special education credentials. 2018-2019 San Diego, CA.
- CSUSM – Special Education Credentials. 2017-2018. Vista, CA.
- SDSU, San Diego, CA, 2015 Clear Credentials Program.
- UCSD, San Diego, CA, 2014 CTEL coursework (in addition to my teaching credentials)
- WSU, Vancouver, Washington, 2009 Math (Algebraic Thinking)
- CITY UNIVERSITY, Vancouver, Washington, 2006-2008. Masters in Teaching (K-8). (graduated in June 2008)
- ALMATY TECHNICAL INSTITUTE, Almaty, Kazakhstan. 1996-2000. Bachelor's degree, International Economics and Business Management. (graduated, with honors)
- OKLAHOMA STATE UNIVERSITY, 2003-2006. Coursework in physical geography, political science, and U.S. history.
- CLARK COLLEGE, Vancouver, Washington, 2001-2002. Coursework in English, math, and Microsoft Office applications.
- GOLDEN WEST COLLEGE, Huntington Beach, California. 2000. Coursework in linguistics, English, and physical education.

References are available upon request.

Neil McDevitt

PROFESSIONAL EXPERIENCE

Learn4Life Network

Vista, CA

Lead Teacher, San Diego Workforce Innovation High School

September 2021 – December 2022

- Managed staff of seven teachers to consistently meet expectations for attendance over 90% and credit completion of four credits per learning period
- Created and conducted teacher trainings in data analysis for establishing and meeting professional goals
- Built and executed new programs to expand instructional offerings to students

Math Department Chair, San Diego Workforce Innovation High School

July 2019 – August 2020

- Managed a team of five teachers to plan curriculum adaptations and engagement initiatives
- Envisioned, planned, and implemented project-based and data-driven student curricula and departmental goals
- Set strategic agendas and advocated for math department needs to staff and administration

Teacher for America

Vista, CA

High School Math Teacher, San Diego Workforce Innovation High School.

August 2017 – July 2019

- Instructed 120+ students on Algebra, Geometry, Personal Finance by developing a curriculum for group seminars
- Selected as one of 4,000 (9.1%) corps members out of a competitive pool of 44,100 applicants

Berkshire County Sheriff's Department

Pittsfield, MA

Reentry Program Coordinator

October 2015 – December 2016

- Provided counseling, referrals, and tutoring to inmates at the House of Corrections and released inmates to assist inmates to successfully re-enter society with the educational credentials, skills and resources to succeed
- Developed and managed the Programs and Treatment Database Upsizing Project to create a single database of inmates' educational, mental health and substance abuse needs and participation in facility services designed to meet those needs
- Edited and compiled policies and procedures relating to the PREA Statute, resulting in a finding of exemplary compliance in the House of Corrections' first PREA audit

Synergy One Lending

San Diego, CA

Pricing and Compliance Manager

July 2013 – December 2014

- Conducted training for loan officers in loan underwriting guidelines, government regulations and quality-control standards
- Wrote and edited content for the company's website and worked to integrate the website with both pricing and lead management software

MCDEVITT & ASSOCIATES, P.C.

Quincy, MA

Criminal Defense Attorney

July 2003 – June 2013

- Regularly represented criminal defendants in Massachusetts Courts as a Bar Advocate in the Dorchester Division of the Boston Municipal Court
- Successfully tried nine criminal cases to a jury on charges including Assault and Battery, Possession of Class B, Cocaine, with Intent, Larceny, Stalking, Threats, and Filing a False Insurance Claim, to a jury verdict of Not Guilty

EDUCATION

National University

San Diego, CA

Single Subject Teachers Credential for Math

December 2020

Boston College Law School

Newton, MA

Juris Doctor

May 2002

Boston College

Chestnut Hill, MA

B.A. in History / German Studies Minor

May 1995

TECHNOLOGY SKILLS

- Extensive experience in Microsoft Office Suite, G-suite, PLSIS

Kacey Mathieson

Teacher & Coach

EDUCATION

University of California, Irvine

Expected July 2022

Master of Arts in Teaching, GPA 4.0

- Single Subject Social Science Credential
- Student Representative for Social Science Single Subject Candidates

University of California, Los Angeles

August 2019 - June 2021

Bachelor of Arts in History

- Accomplished while at UCLA in tandem with academics
 - Kappa Kappa Gamma Standards Committee 2019-2021
 - Kappa Kappa Gamma Sisterhood Chair 2019-2020
 - Yoga Instructor CorePower 2019-2020
 - Social Media Manager for Women's Soccer Team 2019-2020

Orange Coast College, Costa Mesa

August 2017 - June 2019

Bachelors of Arts in History

- Accomplished while at OCC in tandem with academics
 - Most Valuable Player Women's Beach Volleyball 2018
 - Second Team All League Women's Beach Volleyball 2018
 - Phi Theta Kappa Honors Society Member 2017-2019
 - Kappa Alpha Tau Iota Honors Society Co-Founder 2018
 - History Club President 2018-2019
 - Personal Stylist Anthropologie 2017-2019, 2021

SKILLS & QUALIFICATIONS

- **Bilingual:** English and American Sign Language
- **Qualities:** Reflective, Coachable, Collaborative, Positive
- **Digital Platforms:** Google Apps, Aeries, Canvas, Kahoot, Jamboard, Zoom, Quizlet, and Peardeck
- **Pedagogy:** Unit/lesson planning, Stanford History Education Group, SEL, and Trauma/ACEs
- **Certification:** CPR, Yoga Instructor

TEACHING EXPERIENCE

Student Teacher, Northwood, Irvine Unified School District

August 2021 - present

- Lead and teach a 9th grade Designated CP and Honors Humanities World History class with all assumed responsibilities of a full-time teacher
- Bring aspects of yoga into the classroom to help students destress using breathing techniques
- Regularly use Interactive Images Lectures to engage students
- Collaborate with Humanities Team to co-plan lessons
- Implement collaborative lesson activities with other history classes
- Develop lesson plans and learning tasks focusing on discipline literacy skills such as argument writing, sourcing, contextualizing, and text analysis using resources
- Adapt 9th grade history curriculum and learning materials for varied student needs

- Incorporate higher-order thinking questions and scaffolds for GATE, EL, and SPED students
- Provide one-on-one interventions with lower achieving students by modifying and adapting assignments
- Build relationships and community with students through culturally relevant and inclusive pedagogy
- Incorporate students' personal assets and funds of knowledge into lessons to enhance equity
- Send encouraging T-Wolf Thank You's to students' homes to enhance student efficacy and confidence
- Experience in an AP classroom

Substitute Teacher, Irvine Unified School District

August 2021 - Present

Substitute Teacher, Huntington Beach Unified High School District

October 2020 - Present

- Act as the preferred substitute teacher for mentor teacher
- Work with high school students to maintain daily tasks, activities, and assignments
- Implement daily lesson plans and ensure that all students are on track to meet their learning goals

TEACHING EXPERIENCE (continued)

Instructional Aid / Partner Teacher, Edison High School

October 2020 - January 2021

- Five periods of AP Psychology and one period of Social Psychology
- Facilitator in the classroom while teacher was on zoom
- Acting teacher presence in the classroom, took attendance, conducted disciplinary action when needed, cultivated a positive learning environment in the midst of covid when students were allowed back on school campus

LEADERSHIP & COMMUNITY INVOLVEMENT

Volunteer Volleyball Coach, Edison High School

2014 - 2017

- Volunteer Coach at summer volleyball camps hosted by my schools team for young kids ages 5-13
- Helped build volleyball and teamwork skills
- Ran drills and worked one on one with kids

Volunteer Assistant Volleyball Coach, Edison High School

2016

- Volunteer Assistant Coach for freshman boys volleyball team
- Helped run practices and drills

PROFESSIONAL DEVELOPMENT

- Voices & Perspectives Series: Honoring the Asian American Experience, UCI **January 2021**
- *Project-Based Learning Across the Disciplines* by **Dr. Acacia Warren** (12 hours of PD), UCI **Fall 2020**
- Restorative Justice and Equity Webinar, **Dr. Maisha Winn** from UC Davis **September 2020**
- *Lives in Limbo: Undocumented, Coming of Age in America* by **Dr. Roberto Gonzales**, UCI **August 2020**
- A Conversation with Civil Rights Activist, **Sylvia Mendez**, UCI **July 2020**

REFERENCES

Bryan Hoang, Northwood High School, *Mentor Teacher*, (949)-466-3401

Karen Willems, Edison High School, *Teacher*, (714)-337-1553

Chuck Cutness, Orange Coast College, *Coach*, (714)-474-1019

Jorgelina Razzari Corral

Objective

To build a long-term career as a high school math teacher and inspire higher-order thinking in a way that encourages student engagement, while applying and abiding by all mathematical practices.

Job-Related Experience and Training

11/2019-01/2023 – San Clemente High School

- Mathematics Teacher (current)
 - Teaching, Prepping and Planning 3 sections of AP Statistics and 2 Sections of Data Science
- Long Term Substitute: Mathematics
 - Teaching, Prepping and Planning 3 sections of AP Statistics and 3 Sections of Algebra 2

01/2019-01/2020 – California State University Fullerton

- Single Subject Teaching Credential in Mathematics
- Student Teaching: San Clemente High School
 - First Semester: One section of AP Calculus and two sections of Algebra 2.
 - Second Semester: One section of Algebra 1 and two sections of Algebra 2.
 - Helped Algebra 2 Content Team Lead by providing lesson plans and worksheets to all other Algebra 2 instructors.

08/2019-11/2019 – San Clemente High School

- AVID Tutor - Worked with Erin Dollar, AVID coordinator.

06/2019-07/2021 – California State University Fullerton

- MISS (Mathematics Intensive Summer Session) instructor.

06/2019– Placentia/ Yorba Linda Unified School District

- PRICE Co-teacher: 6th and 7th Grade Math Camp

05/2019– California State University Fullerton / University of Michigan

- Elementary Mathematics Teaching: Mathematics Methods Laboratory Class
 - Class lead by Deborah Ball with a focus on learning to teach mathematics, as well as training in the core teaching skills of leading group discussion; modeling and explaining content, practices, and strategies; and confronting inequities in teaching practice.

Education

08/2016-01/2019 – California State University Fullerton

- BA in Mathematics Magna Cum Laude Honors – January 2019

05/2014-05/2016 – Orange Coast College

- AS in Mathematics Highest Honors – January 2017

Awards and Honors

- Magna Cum Laude
- NOYCE Scholar 2019
- Dean's List 7 semesters
- Frank Doyle Foundation Scholarship Recipient 2017, 2018 and 2019

Job Related Skills

- Excellent interpersonal skills
- Strong communication skills
- Enthusiastic, committed and dependable
- Excellent computer skills with full knowledge of office tools such as word/docs and excel/sheets.
- Excellent organizing, planning and time management skills
- Self-motivated with the ability to multi-task

Languages

- Spanish (Fluent – Full Knowledge)

References Furnished Upon Request

Jennifer Castro**Instruction and Technology Coach**

I offer a proven track record of highly praised performance teaching, creating and leading professional development and coaching both in the synchronous and asynchronous setting. I have a passion for facilitating learning and optimizing every person's ability to grow and be successful.

Experience**Canyons School District**

- Instruction and Technology Coach 07/28/22 - Present

Key Contributions:

- Use and analyze data to develop and provide professional development, professional learning communities (PLCs) and coaching cycles to enact change and build leadership from within the school site
- Work with content specialists to design and adapt curriculum to meet student and staff needs
- Collect and analyze data in order to coach teachers in classrooms and in the PLC environment to enact change and develop stronger teaching and assessment practices
- Mine, analyze and present data to school site staff, administration and district personnel related to instructional outcomes and student achievement data.
- Assist, manage and train teachers and administration on education technology platforms that are current, relevant and most effective

Teacher for Teachers Education Consulting - Remote and In Person [My personal business]

- Instructional Consultant 01/01/21 - Present

Key Contributions:

- Speak at conferences and school district level trainings in order to develop and maintain business relationships with new and existing clients
- Use Social Media and Email Marketing to develop and maintain clients
- Develop and plan professional development and coaching plans based on data analysis and client expressed areas of need
- Develop and provide professional development and coaching related to mathematics, co-teaching, educational technology, engagement and special education instruction

Houghton Mifflin Harcourt - Remote and In Person

- Instructional Consultant 05/01/21 - 07/15/2022

Key Contributions:

- Lead Professional Development training related to mathematics curriculum
- Lead and plan district Professional Learning Communities around mathematics curriculum implementation
- Plan and facilitate English Language Learner for Mathematics and Special Education teachers trainings
- Teach demonstration lessons in classes of teachers that I coach and provide professional development
- Coach mathematics teachers to develop stronger delivering, planning and assessment methods

Gex Publishing - Consultant (remote)

- Design and edit curriculum for a major K-12 curriculum company

Animo Watts College Preparatory Academy - GREEN DOT PUBLIC SCHOOLS Los Angeles, CA

- Education Specialist 08/05/10 - 06/15/21
- Mathematics teacher (Math Intervention, Algebra 1, Geometry, Algebra 2, College Prep and Pre-Calculus)
- Professional Development Leader for Special Education (School District) 08/13-06/16

- Instructional Leadership Committee (School Site) 08/12-06/16
- Green Dot Instructional Leadership Team (School District) 08/12-06/16
- New Teacher Mentor (School Based) 08/12-07/14

Los Angeles County of Education – Downey, CA (Online Adult Education)

VPSS Online Course Moderator(Mathematics and English) 06/12-01/18

- Adult credential certification course (online educator)
- Correct and provide feedback to course materials completed by students
- Provide feedback to course creators for more effective videos, methods of presentation of information, methods of analyzing teacher understanding and rubrics used for grading

Goalbook Toolkit – (Online Curriculum and Project Development)

Goalbook Toolkit Virtual Content and Curriculum Creator 02/15-03/16

- Create online core standards aligned projects for middle and high school mathematics
- Align projects to student ability from below grade level to above grade level
- Differentiate modality and access to project materials for all learners
- Work collaboratively with an editor to create the most effective and engaging project possible

California State Los Angeles – Mentor Teacher (Intern Special Education Program)

- Supervise and mentor an intern teacher for 1 school year in my classroom
- Sculpt intern teacher into a confident first year teacher with guidance and gradual release of responsibility with all aspects of being an Education Specialist

Education & Credentials

LOYOLA MARYMOUNT UNIVERSITY — Los Angeles, CA

- BA, Business Law, May 2008
- MA, Education Specialist, May, 2012
- California Education Specialist Credential (Age 3-22), 05/2012

LOS ANGELES COUNTY OF EDUCATION (LACOE) – Downey, CA

- California Clear Credential, Education Specialist: Completed 05/2015

Awards & Recognition

- Nominee Finalist for the "Dotties" (Green Dot Public Schools Annual Awards Banquet): March 2014, March 2015
- Teacher of the Month (Animo Watts College Preparatory Academy): October 2012, January 2013, November 2013, January 2015, October 2016, January 2018, February 2020, April 2021 (nominated by teachers)
- Teacher of the Year (Animo Watts College Preparatory Academy): June 2014 (nominated by administrative team), June 2016 (nominated by administrators and teachers)
- Heroes in Education (Los Angeles Unified School District): January 2015 (Nominated by Principal Abraham DeVilliers)

Languages (Other than English)

Spanish:

- Conversationally fluent
- Fluent in reading and writing

Michael Blackburn

Education

- Masters in Education, University of California Riverside 2006
- Bachelor of Arts in Political Science, University of California Riverside 2005

Licenses and Certification

- Administrative Services Credential 2018 – Present
- Single Subject Teaching Credential in Social Science 2006 – Present
- Specifically Designed Alternative Instruction in English Authorization 2006- Present

Administrative Experience

- Social Science Department Chair – Citrus Hill High School 2011- 2017
- U.S. History Data Team Leader – Citrus Hill High School 2008- 2016
- Secondary Curriculum Council Member 2012- 2016
- Cooperating Teacher for UCR Social Science Credential Program 2012- 2016

Professional Background

- Val Verde Adult Education Teacher, Val Verde Adult School, Perris, CA 2017-Present

Specific Duties- Provide instruction to adults in Math, English, Science, and History using Common Core Literacy Standards. Implement Odysseyware Technology so the adult learner can obtain their High School Diploma or G.E.D.

- A.P. U.S. History Teacher, Citrus Hill High School, Perris, CA 2007-Present

Specific Duties- Teach American History using the Common Core Literacy Standards and the political, social, and economic factors that have shaped American society from 1492 to the present. Teach students the skills to write an argument using primary sources and identify author's main point of view. Provide rigorous instruction and Preparation for the Advanced Placement test in American History.

- World History Teacher, March Middle School, Moreno Valley, CA 2006-2007

Specific Duties - Taught 7th grade World History from ancient to modern times emphasizing the political, social, and cultural characteristics of Africa, Asia, and Europe. Students were taught the necessary skills to read and write historical arguments.

Awards

- Inland Empire Social Studies Council Teacher of Excellence 2012

Coversheet

Approval of Pearson Invoice(s) (attached)

Section: IV. Consent Items
Item: B. Approval of Pearson Invoice(s) (attached)
Purpose: Vote
Submitted by:
Related Material: Southern California February 2023 Invoice and Support.pdf
Southern California March 2023 Invoice and Support.pdf
Northern California February 2023 Invoice and Support.pdf
Northern California March 2023 Invoice and Support.pdf
North Bay February 2023 Invoice and Support.PDF
North Bay March 2023 Invoice and Support.pdf
Monterey Bay February 2023 Invoice and Support.pdf
Monterey Bay March 2023 Invoice and Support.pdf
Central Valley February 2023 Invoice and Support.PDF
Central Valley March 2023 Invoice and Support.PDF
Central Coast February 2023 Invoice and Support.PDF
Central Coast March 2023 Invoice and Support.PDF



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**
 509 S Exeter Street, Suite 202
 Baltimore, MD 21202
Tel: 1-800-843-0019
Email: pobsalesops@pearson.com
Tax ID No:
 68-0519943

Invoice Number : 91000012818
Date : 16-MAR-2023
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></td> <td style="text-align: right;">2</td> </tr> <tr> <td>Net Amount :</td> <td>USD</td> <td style="text-align: right;">\$3,021,125.56</td> <td></td> </tr> <tr> <td>Tax Total :</td> <td>USD</td> <td style="text-align: right;">\$30,274.17</td> <td></td> </tr> <tr> <td>Invoice Total :</td> <td>USD</td> <td style="text-align: right;">\$3,051,399.73</td> <td></td> </tr> <tr> <td>Amount Due :</td> <td>USD</td> <td style="text-align: right;">\$3,051,399.73</td> <td></td> </tr> </table>	Total Ordered Quantity (No. Of Items) :			2	Net Amount :	USD	\$3,021,125.56		Tax Total :	USD	\$30,274.17		Invoice Total :	USD	\$3,051,399.73		Amount Due :	USD	\$3,051,399.73		<table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;">REMITTANCE INFORMATION</th> </tr> </thead> <tbody> <tr> <td style="border: none;">Make Checks Payable to:</td> <td style="border: none;">Bank Wire to:</td> </tr> <tr> <td style="border: none;">Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323</td> <td style="border: none;">Bank Name : Bank of America N A</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">Bank Address :</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">ABA ACH No : 071000039</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">ABA Wire No : 026009593</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">SWIFT Code : BOFAUS3N</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">A/C No : 8188290225</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">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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Invoice Number: 91000012818							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067684	CAPOCA	Direct Charges	26		2,495,374.34	30,274.17	2,525,648.51
82067684	CAPOCA	Pass Through	20		525,751.22	0.00	525,751.22

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	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	46	\$3,021,125.56	\$	\$	\$	\$30,274.17	\$3,051,399.73

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$3,021,125.56	\$30,274.17	\$3,051,399.73



Pearson

Charges for the Following Period:

February 2023

Compensation Expenses

Benefits - Administration	94,127.96
Benefits - Instructional	505,328.13
Credit for Nonbillable Earnings Paid by the School	(30,270.35)
Withholdings	237,792.31
	806,978.05

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	20,058.34
Community Outreach	45,833.34
Connexus™ Annual License (EMS)	240,700.00
Curriculum Postage	17,668.75
Direct Course Instruction Support	11,547.25
Educational Resource Center	50,547.00
Enrollment and Records Management	21,416.67
Facility Support Services	1,525.00
Hardware/Software - Employees	14,200.00
Human Resources Support	29,583.33
Internet Subsidy Payment Processing	8,975.92
Monthly Fee per Student on an IEP	115,800.00
School Curriculum Supplies	10,458.33
Short Term Substitute Teaching Services	65,500.00
Student Technology Assistance	216,870.83
Tangible and Intangible Instructional Materials	544,782.83
Technical Support and Repairs	60,175.00
	1,475,642.59

Revenue Based Charges

Marketing Services	49,444.19
School Administration	296,665.18
Treasury Services	74,166.29
	420,275.66

Pass Through Expenses

Internet Subsidy Payment	76,454.93
Miscellaneous	241,774.33
	318,229.26

Total Amount Due

3,021,125.56



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**
 509 S Exeter Street, Suite 202
 Baltimore, MD 21202
Tel: 1-800-843-0019
Email: pobsalesops@pearson.com
Tax ID No:
 68-0519943

Invoice Number : 91000012962
Date : 06-APR-2023
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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Total Ordered Quantity (No. Of Items)</td> <td style="width: 5%;">:</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: right;">2</td> </tr> <tr> <td>Net Amount</td> <td>:</td> <td>USD</td> <td></td> <td style="text-align: right;">\$3,211,836.46</td> <td></td> </tr> <tr> <td>Tax Total</td> <td>:</td> <td>USD</td> <td></td> <td style="text-align: right;">\$27,759.26</td> <td></td> </tr> <tr> <td>Invoice Total</td> <td>:</td> <td>USD</td> <td></td> <td style="text-align: right;">\$3,239,595.72</td> <td></td> </tr> <tr> <td>Amount Due</td> <td>:</td> <td>USD</td> <td></td> <td style="text-align: right;">\$3,239,595.72</td> <td></td> </tr> </table>	Total Ordered Quantity (No. Of Items)	:				2	Net Amount	:	USD		\$3,211,836.46		Tax Total	:	USD		\$27,759.26		Invoice Total	:	USD		\$3,239,595.72		Amount Due	:	USD		\$3,239,595.72		<p style="text-align: center;">REMITTANCE INFORMATION</p> <table 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</td> <td>Bank Name : Bank of America N A</td> </tr> <tr> <td>32369 Collection Center Drive</td> <td>Bank Address :</td> </tr> <tr> <td>Chicago, IL 60693-0323</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	Bank Name : Bank of America N A	32369 Collection Center Drive	Bank Address :	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
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Invoice Number: 91000012962							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067684	CAPOCA	Direct Charges	26		2,504,947.72	27,757.71	2,532,705.43
82067684	CAPOCA	Pass Through	17		706,888.74	1.55	706,890.29

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	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	43	\$3,211,836.46	\$	\$	\$	\$27,759.26	\$3,239,595.72

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$3,211,836.46	\$27,759.26	\$3,239,595.72



Pearson

Charges for the Following Period:

March 2023

Compensation Expenses

Benefits - Administration	100,507.75
Benefits - Instructional	503,175.19
Credit for Nonbillable Earnings Paid by the School	(34,148.26)
Withholdings	242,008.86
	811,543.54

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	21,195.83
Community Outreach	45,833.33
Connexus™ Annual License (EMS)	254,350.00
Curriculum Postage	18,169.25
Direct Course Instruction Support	12,017.50
Educational Resource Center	53,413.50
Enrollment and Records Management	22,023.33
Facility Support Services	1,525.00
Hardware/Software - Employees	13,500.00
Human Resources Support	28,125.00
Internet Subsidy Payment Processing	9,071.04
Monthly Fee per Student on an IEP	115,650.00
School Curriculum Supplies	9,875.00
Short Term Substitute Teaching Services	49,700.00
Student Technology Assistance	183,329.17
Tangible and Intangible Instructional Materials	559,275.85
Technical Support and Repairs	63,587.50
	1,460,641.30

Revenue Based Charges

Marketing Services	51,838.06
School Administration	311,028.34
Treasury Services	77,757.08
	440,623.48

Pass Through Expenses

Internet Subsidy Payment	74,864.47
Miscellaneous	424,163.67
	499,028.14

Total Amount Due

3,211,836.46



Pearson

INVOICE

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

Attention:
 Accounts Payable

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

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

Invoice Number : 91000012775
Date : 09-MAR-2023
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

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Total Ordered Quantity (No. Of Items)</td> <td style="width: 5%;">:</td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: right;">2</td> </tr> <tr> <td>Net Amount</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$656,919.30</td> </tr> <tr> <td>Tax Total</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$11,099.87</td> </tr> <tr> <td>Invoice Total</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$668,019.17</td> </tr> <tr> <td>Amount Due</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$668,019.17</td> </tr> </table>	Total Ordered Quantity (No. Of Items)	:		2	Net Amount	:	USD	\$656,919.30	Tax Total	:	USD	\$11,099.87	Invoice Total	:	USD	\$668,019.17	Amount Due	:	USD	\$668,019.17	<p style="text-align: center;">REMITTANCE INFORMATION</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; border: 1px dashed black;">Make Checks Payable to:</td> <td style="width: 40%; 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> </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
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	A/C No : 8188290225																																				
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA																																				



Invoice Number: 91000012775							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067686	CALCAR	Direct Charges	24		630,415.64	11,099.87	641,515.51
82067686	CALCAR	Pass Through	1		26,503.66	0.00	26,503.66

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

Invoice Total	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	25	\$656,919.30	\$	\$	\$	\$11,099.87	\$668,019.17

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$656,919.30	\$11,099.87	\$668,019.17



Pearson

Charges for the Following Period:	February 2023
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Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	6,983.34
Community Outreach	4,166.66
Connexus™ Annual License (EMS)	83,800.00
Curriculum Postage	6,289.25
Direct Course Instruction Support	3,412.75
Educational Resource Center	17,598.00
Enrollment and Records Management	7,623.33
Facility Support Services	525.00
Hardware/Software - Employees	5,450.00
Human Resources Support	11,354.17
Internet Subsidy Payment Processing	2,970.42
Monthly Fee per Student on an IEP	43,650.00
School Curriculum Supplies	4,041.67
Student Technology Assistance	77,864.59
Tangible and Intangible Instructional Materials	194,464.36
Technical Support and Repairs	20,950.00
	491,143.54

Revenue Based Charges

Marketing Services	16,384.95
School Administration	98,309.72
Treasury Services	24,577.43
	139,272.10

Pass Through Expenses

Internet Subsidy Payment	26,503.66
	26,503.66

Total Amount Due

656,919.30



Pearson

INVOICE

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

Attention:
 Accounts Payable

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

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

Invoice Number : 91000012961
Date : 06-APR-2023
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

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	A/C No : 8188290225																																				
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA																																				



Invoice Number: 91000012961							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067686	CALCAR	Direct Charges	24		633,655.89	10,001.66	643,657.55
82067686	CALCAR	Pass Through	1		26,111.95	0.00	26,111.95

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

Invoice Total	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	25	\$659,767.84	\$	\$	\$	\$10,001.66	\$669,769.50

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$659,767.84	\$10,001.66	\$669,769.50



Pearson

Charges for the Following Period:	March 2023
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Enrollment/Unit Based Charges

	Accounting and Regulatory Reporting	7,333.33
	Community Outreach	4,166.67
	Connexus™ Annual License (EMS)	88,000.00
	Curriculum Postage	6,327.75
	Direct Course Instruction Support	4,427.50
	Educational Resource Center	18,480.00
	Enrollment and Records Management	7,670.00
	Facility Support Services	525.00
	Hardware/Software - Employees	4,750.00
	Human Resources Support	9,895.83
	Internet Subsidy Payment Processing	2,990.03
	Monthly Fee per Student on an IEP	42,900.00
	School Curriculum Supplies	3,458.33
	Student Technology Assistance	64,783.33
	Tangible and Intangible Instructional Materials	195,402.54
	Technical Support and Repairs	22,000.00
		483,110.31

Revenue Based Charges

	Marketing Services	17,711.25
	School Administration	106,267.46
	Treasury Services	26,566.87
		150,545.58

Pass Through Expenses

	Internet Subsidy Payment	26,111.95
		26,111.95

Total Amount Due

659,767.84



Pearson

INVOICE

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

Attention:
 Accounts Payable

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

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

Invoice Number : 91000012776
Date : 09-MAR-2023
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

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Total Ordered Quantity (No. Of Items)</td> <td style="width: 5%;">:</td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: right;">2</td> </tr> <tr> <td>Net Amount</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$54,110.68</td> </tr> <tr> <td>Tax Total</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$892.78</td> </tr> <tr> <td>Invoice Total</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$55,003.46</td> </tr> <tr> <td>Amount Due</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$55,003.46</td> </tr> </table>	Total Ordered Quantity (No. Of Items)	:		2	Net Amount	:	USD	\$54,110.68	Tax Total	:	USD	\$892.78	Invoice Total	:	USD	\$55,003.46	Amount Due	:	USD	\$55,003.46	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">REMITTANCE INFORMATION</th> </tr> </thead> <tbody> <tr> <td style="width: 60%; border-bottom: 1px dashed black;">Make Checks Payable to:</td> <td style="border-bottom: 1px dashed black;">Bank Wire to:</td> </tr> <tr> <td style="border-bottom: 1px dashed black;">Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323</td> <td style="border-bottom: 1px dashed black;">Bank Name : Bank of America N A</td> </tr> <tr> <td style="border-bottom: 1px dashed black;"></td> <td style="border-bottom: 1px dashed black;">Bank Address :</td> </tr> <tr> <td style="border-bottom: 1px dashed black;"></td> <td style="border-bottom: 1px dashed black;">ABA ACH No : 071000039</td> </tr> <tr> <td style="border-bottom: 1px dashed black;"></td> <td style="border-bottom: 1px dashed black;">ABA Wire No : 026009593</td> </tr> <tr> <td style="border-bottom: 1px dashed black;"></td> <td style="border-bottom: 1px dashed black;">SWIFT Code : BOFAUS3N</td> </tr> <tr> <td style="border-bottom: 1px dashed black;"></td> <td style="border-bottom: 1px dashed black;">A/C No : 8188290225</td> </tr> <tr> <td style="border-bottom: 1px dashed black;"></td> <td style="border-bottom: 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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	A/C No : 8188290225																																						
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA																																						



Invoice Number: 91000012776							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067687	CalCAN	Direct Charges	23		51,708.47	892.78	52,601.25
82067687	CalCAN	Pass Through	1		2,402.21	0.00	2,402.21

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

Invoice Total	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	24	\$54,110.68	\$	\$	\$	\$892.78	\$55,003.46

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$54,110.68	\$892.78	\$55,003.46



Pearson

Charges for the Following Period:

February 2023

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	562.50
Connexus™ Annual License (EMS)	6,750.00
Curriculum Postage	541.75
Direct Course Instruction Support	280.50
Educational Resource Center	1,417.50
Enrollment and Records Management	656.67
Facility Support Services	75.00
Hardware/Software - Employees	400.00
Human Resources Support	833.34
Internet Subsidy Payment Processing	239.20
Monthly Fee per Student on an IEP	2,250.00
School Curriculum Supplies	291.66
Student Technology Assistance	5,845.83
Tangible and Intangible Instructional Materials	17,440.14
Technical Support and Repairs	1,687.50
	39,271.59

Revenue Based Charges

Marketing Services	1,463.16
School Administration	8,778.98
Treasury Services	2,194.74
	12,436.88

Pass Through Expenses

Internet Subsidy Payment	2,402.21
	2,402.21

Total Amount Due

54,110.68



Pearson

INVOICE

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

Attention:
 Accounts Payable

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

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

Invoice Number : 91000012960
Date : 06-APR-2023
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

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	A/C No : 8188290225																																				
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA																																				



Invoice Number: 91000012960							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067687	CalCAN	Direct Charges	23		53,898.72	871.50	54,770.22
82067687	CalCAN	Pass Through	1		2,381.37	0.00	2,381.37

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Invoice Total	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	24	\$56,280.09	\$	\$	\$	\$871.50	\$57,151.59

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$56,280.09	\$871.50	\$57,151.59



Pearson

Charges for the Following Period:

March 2023

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	620.83
Connexus™ Annual License (EMS)	7,450.00
Curriculum Postage	561.00
Direct Course Instruction Support	189.75
Educational Resource Center	1,564.50
Enrollment and Records Management	680.00
Facility Support Services	75.00
Hardware/Software - Employees	400.00
Human Resources Support	833.33
Internet Subsidy Payment Processing	241.55
Monthly Fee per Student on an IEP	2,250.00
School Curriculum Supplies	291.67
Student Technology Assistance	5,510.42
Tangible and Intangible Instructional Materials	17,618.62
Technical Support and Repairs	1,862.50
	40,149.17

Revenue Based Charges

Marketing Services	1,617.59
School Administration	9,705.57
Treasury Services	2,426.39
	13,749.55

Pass Through Expenses

Internet Subsidy Payment	2,381.37
	2,381.37

Total Amount Due

56,280.09



Pearson

INVOICE

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

Attention:
 Accounts Payable

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

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

Invoice Number : 91000012778
Date : 09-MAR-2023
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

<table> <tr> <td>Total Ordered Quantity (No. Of Items)</td> <td>:</td> <td></td> <td>2</td> </tr> <tr> <td>Net Amount</td> <td>:</td> <td>USD</td> <td>\$171,613.78</td> </tr> <tr> <td>Tax Total</td> <td>:</td> <td>USD</td> <td>\$2,870.01</td> </tr> <tr> <td>Invoice Total</td> <td>:</td> <td>USD</td> <td>\$174,483.79</td> </tr> <tr> <td>Amount Due</td> <td>:</td> <td>USD</td> <td>\$174,483.79</td> </tr> </table>	Total Ordered Quantity (No. Of Items)	:		2	Net Amount	:	USD	\$171,613.78	Tax Total	:	USD	\$2,870.01	Invoice Total	:	USD	\$174,483.79	Amount Due	:	USD	\$174,483.79	<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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	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA																																						



Invoice Number: 91000012778							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067712	CALCAMB	Direct Charges	23		165,393.17	2,870.01	168,263.18
82067712	CALCAMB	Pass Through	1		6,220.61	0.00	6,220.61

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

Invoice Total	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	24	\$171,613.78	\$	\$	\$	\$2,870.01	\$174,483.79

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$171,613.78	\$2,870.01	\$174,483.79



Pearson

Charges for the Following Period:

February 2023

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,183.34
Connexus™ Annual License (EMS)	26,200.00
Curriculum Postage	1,735.25
Direct Course Instruction Support	1,496.00
Educational Resource Center	5,502.00
Enrollment and Records Management	2,103.34
Facility Support Services	150.00
Hardware/Software - Employees	1,300.00
Human Resources Support	2,708.34
Internet Subsidy Payment Processing	752.09
Monthly Fee per Student on an IEP	11,100.00
School Curriculum Supplies	1,250.00
Student Technology Assistance	19,022.92
Tangible and Intangible Instructional Materials	53,730.06
Technical Support and Repairs	6,550.00

135,783.34

Revenue Based Charges

Marketing Services	3,483.51
School Administration	20,901.06
Treasury Services	5,225.26

29,609.83

Pass Through Expenses

Internet Subsidy Payment	6,220.61
--------------------------	----------

6,220.61

Total Amount Due

171,613.78



Pearson

INVOICE

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

Attention:
 Accounts Payable

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

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

Invoice Number : 91000012959
Date : 06-APR-2023
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

<table> <tr> <td>Total Ordered Quantity (No. Of Items)</td> <td>:</td> <td></td> <td>2</td> </tr> <tr> <td>Net Amount</td> <td>:</td> <td>USD</td> <td>\$173,620.50</td> </tr> <tr> <td>Tax Total</td> <td>:</td> <td>USD</td> <td>\$2,547.12</td> </tr> <tr> <td>Invoice Total</td> <td>:</td> <td>USD</td> <td>\$176,167.62</td> </tr> <tr> <td>Amount Due</td> <td>:</td> <td>USD</td> <td>\$176,167.62</td> </tr> </table>	Total Ordered Quantity (No. Of Items)	:		2	Net Amount	:	USD	\$173,620.50	Tax Total	:	USD	\$2,547.12	Invoice Total	:	USD	\$176,167.62	Amount Due	:	USD	\$176,167.62	<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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	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA																																						



Invoice Number: 91000012959							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067712	CALCAMB	Direct Charges	23		167,255.85	2,547.12	169,802.97
82067712	CALCAMB	Pass Through	1		6,364.65	0.00	6,364.65

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

Invoice Total	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	24	\$173,620.50	\$	\$	\$	\$2,547.12	\$176,167.62

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$173,620.50	\$2,547.12	\$176,167.62



Pearson

Charges for the Following Period:

March 2023

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,008.33
Connexus™ Annual License (EMS)	24,100.00
Curriculum Postage	1,793.00
Direct Course Instruction Support	2,024.00
Educational Resource Center	5,061.00
Enrollment and Records Management	2,173.33
Facility Support Services	150.00
Hardware/Software - Employees	1,300.00
Human Resources Support	2,708.33
Internet Subsidy Payment Processing	752.08
Monthly Fee per Student on an IEP	10,800.00
School Curriculum Supplies	958.33
Student Technology Assistance	14,662.50
Tangible and Intangible Instructional Materials	55,548.88
Technical Support and Repairs	6,025.00
	130,064.78

Revenue Based Charges

Marketing Services	4,375.42
School Administration	26,252.52
Treasury Services	6,563.13
	37,191.07

Pass Through Expenses

Internet Subsidy Payment	6,364.65
	6,364.65

Total Amount Due

173,620.50



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**
 509 S Exeter Street, Suite 202
 Baltimore, MD 21202
Tel: 1-800-843-0019
Email: pobsalesops@pearson.com
Tax ID No:
 68-0519943

Invoice Number : 91000012774
Date : 09-MAR-2023
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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Total Ordered Quantity (No. Of Items)</td> <td style="width: 5%;">:</td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: right;">2</td> </tr> <tr> <td>Net Amount</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$275,520.42</td> </tr> <tr> <td>Tax Total</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$4,421.05</td> </tr> <tr> <td>Invoice Total</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$279,941.47</td> </tr> <tr> <td>Amount Due</td> <td>:</td> <td>USD</td> <td style="text-align: right;">\$279,941.47</td> </tr> </table>	Total Ordered Quantity (No. Of Items)	:		2	Net Amount	:	USD	\$275,520.42	Tax Total	:	USD	\$4,421.05	Invoice Total	:	USD	\$279,941.47	Amount Due	:	USD	\$279,941.47	<p style="text-align: center;">REMITTANCE INFORMATION</p> <table 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</td> <td>Bank Name : Bank of America N A</td> </tr> <tr> <td>32369 Collection Center Drive</td> <td>Bank Address :</td> </tr> <tr> <td>Chicago, IL 60693-0323</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	Bank Name : Bank of America N A	32369 Collection Center Drive	Bank Address :	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
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Invoice Number: 91000012774							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067685	CENCA	Direct Charges	24		263,924.66	4,421.05	268,345.71
82067685	CENCA	Pass Through	1		11,595.76	0.00	11,595.76

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

Invoice Total	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	25	\$275,520.42	\$	\$	\$	\$4,421.05	\$279,941.47

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$275,520.42	\$4,421.05	\$279,941.47



Pearson

Charges for the Following Period:

January 2023

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,954.17
Community Outreach	2,083.34
Connexus™ Annual License (EMS)	35,450.00
Curriculum Postage	2,400.75
Direct Course Instruction Support	935.00
Educational Resource Center	7,444.50
Enrollment and Records Management	2,910.00
Facility Support Services	200.00
Hardware/Software - Employees	1,800.00
Human Resources Support	3,750.00
Internet Subsidy Payment Processing	1,193.75
Monthly Fee per Student on an IEP	19,050.00
School Curriculum Supplies	1,625.00
Student Technology Assistance	32,391.66
Tangible and Intangible Instructional Materials	73,980.18
Technical Support and Repairs	8,862.50
	197,030.85

Revenue Based Charges

Marketing Services	7,869.86
School Administration	47,219.16
Treasury Services	11,804.79
	66,893.81

Pass Through Expenses

Internet Subsidy Payment	11,595.76
	11,595.76

Total Amount Due

275,520.42



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**
 509 S Exeter Street, Suite 202
 Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
 68-0519943

Invoice Number : 91000012958
Date : 06-APR-2023
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

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	A/C No : 8188290225																																				
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA																																				



Invoice Number: 91000012958							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067685	CENCA	Direct Charges	24		254,875.65	4,027.62	258,903.27
82067685	CENCA	Pass Through	1		11,389.72	0.00	11,389.72

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

Invoice Total	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	25	\$266,265.37	\$	\$	\$	\$4,027.62	\$270,292.99

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$266,265.37	\$4,027.62	\$270,292.99



Pearson

Charges for the Following Period:

March 2023

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,837.50
Community Outreach	2,083.33
Connexus™ Annual License (EMS)	34,050.00
Curriculum Postage	2,439.25
Direct Course Instruction Support	1,201.75
Educational Resource Center	7,150.50
Enrollment and Records Management	2,956.67
Facility Support Services	200.00
Hardware/Software - Employees	1,800.00
Human Resources Support	3,750.00
Internet Subsidy Payment Processing	1,222.92
Monthly Fee per Student on an IEP	18,750.00
School Curriculum Supplies	1,333.33
Student Technology Assistance	27,360.42
Tangible and Intangible Instructional Materials	74,918.75
Technical Support and Repairs	8,512.50
	190,566.92

Revenue Based Charges

Marketing Services	7,565.73
School Administration	45,394.40
Treasury Services	11,348.60
	64,308.73

Pass Through Expenses

Internet Subsidy Payment	11,389.72
	11,389.72

Total Amount Due

266,265.37



Pearson

INVOICE

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

Attention:
 Accounts Payable

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

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

Invoice Number : 91000012777
Date : 09-MAR-2023
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

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Invoice Number: 91000012777							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067676	CALCACC	Direct Charges	19		44,630.20	865.63	45,495.83
82067676	CALCACC	Pass Through	1		1,597.54	0.00	1,597.54

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	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	20	\$46,227.74	\$	\$	\$	\$865.63	\$47,093.37

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$46,227.74	\$865.63	\$47,093.37



Pearson

Charges for the Following Period:	February 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	420.83
Connexus™ Annual License (EMS)	5,050.00
Curriculum Postage	599.50
Direct Course Instruction Support	233.75
Educational Resource Center	1,060.50
Enrollment and Records Management	726.67
Facility Support Services	25.00
Hardware/Software - Employees	(100.00)
Human Resources Support	(208.33)
Internet Subsidy Payment Processing	168.35
Monthly Fee per Student on an IEP	1,950.00
School Curriculum Supplies	208.34
Student Technology Assistance	5,606.25
Tangible and Intangible Instructional Materials	18,962.00
Technical Support and Repairs	1,262.50
	35,965.36
Revenue Based Charges	
Marketing Services	1,019.39
School Administration	6,116.36
Treasury Services	1,529.09
	8,664.84
Pass Through Expenses	
Internet Subsidy Payment	1,597.54
	1,597.54
Total Amount Due	46,227.74



Pearson

INVOICE

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

Attention:
 Accounts Payable

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

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

Invoice Number : 91000012956
Date : 06-APR-2023
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

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Invoice Number: 91000012956							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067676	CALCACC	Direct Charges	23		40,037.16	623.58	40,660.74
82067676	CALCACC	Pass Through	1		1,468.86	0.00	1,468.86

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

Invoice Total	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
		USD	USD	USD	USD	USD	USD
	24	\$41,506.02	\$	\$	\$	\$623.58	\$42,129.60

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$41,506.02	\$623.58	\$42,129.60



Pearson

Charges for the Following Period:	March 2023
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	479.17
Connexus™ Annual License (EMS)	5,750.00
Curriculum Postage	445.50
Direct Course Instruction Support	316.25
Educational Resource Center	1,207.50
Enrollment and Records Management	540.00
Facility Support Services	25.00
Hardware/Software - Employees	250.00
Human Resources Support	520.83
Internet Subsidy Payment Processing	123.57
Monthly Fee per Student on an IEP	1,950.00
School Curriculum Supplies	208.33
Student Technology Assistance	3,593.75
Tangible and Intangible Instructional Materials	13,914.69
Technical Support and Repairs	1,437.50
	30,762.09
Revenue Based Charges	
Marketing Services	1,091.18
School Administration	6,547.11
Treasury Services	1,636.78
	9,275.07
Pass Through Expenses	
Internet Subsidy Payment	1,468.86
	1,468.86
Total Amount Due	41,506.02

Coversheet

Approval of Employee Handbook Update (attached)

Section: IV. Consent Items
Item: C. Approval of Employee Handbook Update (attached)
Purpose: Vote
Submitted by:
Related Material:
California Connections Academy Employee Handbook_Updated KT_03.20.23 (2).pdf
CalOPS Employee HB Memo_03.10.23 (1).pdf



EMPLOYEE HANDBOOK

Revised and Board Approved 2.28.23

800-382-6010 | ConnectionsEducation.com

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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. Other time zones may be considered in extraordinary circumstances with exceptions being made and approved by the Superintendent or a designee. 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.

Arrests or Convictions During Employment

Staff who are arrested for or convicted of a felony or misdemeanor offense that could directly impact their ability to perform their job, have a negative impact on the school, or must be reported as required by law, must immediately, within one (1) business day of returning to work after being charged, receiving a citation, being arrested or convicted, notify their manager/School Leader and Human Resources. Staff who have been arrested for or convicted of a felony or misdemeanor during employment that impacts their ability to perform their job, or has a negative impact on the school, may receive disciplinary action, up to and including termination.

In accordance with state law, we may be required to report to the appropriate agency(ies) any arrests or convictions of licensed staff.

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.



To: California Online Public Schools Board of Directors
From: Kristen Teeter
Re: California Connections Academy Employee Handbook

Attached for board approval are revisions to the Staff Handbook:

- Arrests or Convictions During Employment – Adding this policy for staff who are arrested or convicted during their employment at California Connections Academy

These updates have been carefully reviewed by your School Leader, and once approved will be posted to the Virtual Library. A summary of the update is included below.

Arrests or Convictions During Employment

Staff who are arrested for or convicted of a felony or misdemeanor offense that could directly impact their ability to perform their job, have a negative impact on the school, or must be reported as required by law, must immediately, within one (1) business day of returning to work after being charged, receiving a citation, being arrested or convicted, notify their manager/School Leader and Human Resources. Staff who have been arrested for or convicted of a felony or misdemeanor during employment that impacts their ability to perform their job, or has a negative impact on the school, may receive disciplinary action, up to and including termination.

In accordance with state law, we may be required to report to the appropriate agency(ies) any arrests or convictions of licensed staff.

Please let us know if we can aid in the review process in any way or if you require further information on a specific policy or section of the revised Handbook.

Coversheet

Approval of CalCA Safety Plan (attached)

Section:	IV. Consent Items
Item:	D. Approval of CalCA Safety Plan (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalCA Safety Plan Revised Reviewed April 2023.pdf



Comprehensive School Safety Plan

*To comply with AB 1747
And including elements from
Ed.Code Section 32282 (a)(2)(A) through (H)*

Richard Savage, Ed.D.,
Executive Director
California Connections Academy Schools
33727 Valle Road
San Juan Capistrano, CA 92675
And
580 N. Wilma, Suite G
Ripon, CA 95366

Approved by Board of Directors on February 26, 2019

Reviewed by School Safety Committee on February 10, 2020
with no changes recommended

Reviewed and ratified by Board of Directors on with updates on February
23, 2021

Reviewed by School Safety Committee on April 6, 2023
with no changes recommended

Introduction

California Connections Academy Schools are online public charter schools. This plan will apply to all of the California Connections Academy Schools operated by the California Online Public Schools governing board.

We have two business offices and do not have any physical school locations or classroom facilities. We do host in person state testing, field trips, and other such face to face socialization events at venues we contract with throughout the state. This plan is written to provide a safe environment at both of the offices and at any off-site event.

Child Abuse Reporting Procedures

It is our policy to ensure the safety and well-being of all children participating in activities sponsored by us, and to report suspected cases of child abuse and neglect consistent with the requirements of state law. We will not knowingly place an employee in a position that causes him or her to come into contact with children where the employee has been accused and/or convicted of crimes against children, child abuse, or child neglect. We ensure that individuals who come into contact children have passed appropriate background screening measures. (see also the CalCA Employee Handbook)

AWARENESS OF POSSIBLE ABUSE/NEGLECT

All individuals participating in activities affiliated with us that include children are responsible for being alert to possible abuse or neglect. We provide training to employees who interact with children on Child Abuse and Neglect, which includes guidelines for identifying and procedures for reporting any suspected child abuse or neglect, and employees must comply with the procedures established in this training.

Non-Imminent Danger Reporting Protocols

School staff of California Connections Academy schools should follow reporting protocols for non-imminent danger if there are concerns for students and there are not immediate risks for personal safety for them or their family members.

Non-imminent danger situations are concerning, but the student is **not in immediate danger or in a life-threatening situation** that would require a call to emergency services.

Non-imminent danger situations could be discovered through submitted assignments, WebMail messages, or phone calls with students, or it may be second-hand or hearsay. Concerns of non-imminent danger require a follow-up from the counselor or school leader.

School Staff Responsibilities:

1. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, the Log should be marked as "Confidential."
2. Inform the school leader or counselor from a separate phone or via instant message.
 - a. If the school leader or counselor is not available, contact Tisha Rinker (614-595-3543). If you are unable to reach her, contact any member of the Counseling Team.
3. Create a Child Welfare IssueAware ticket with the following fields:
 - a. Name: School Name: Student ID First Initial Last Name, Student Concern
 - b. System: Schools
 - c. Component: Child Welfare
 - d. Type: Select your school
 - e. Urgency: Important
 - f. Mark the ticket as Private
4. The school leader and/or counselor will determine if the reporting staff member should make a report to children's services.
 - a. If so, the reporting staff member should contact children's services as the person who initiated the student concern.
 - b. Search online for "children's services in city/county" where the student lives.
 - c. In the Child Welfare IA, note the incident number and the agency actions, e.g. if they will open an investigation.
5. Make the School Leader and/or lead Counselor ticket owner to follow through on next steps. He or she will contact you if any further actions or details are needed.

(see also Non-Imminent Danger Handout in the Virtual Library)

Imminent Danger Reporting Protocols

School Staff associated with California Connections Academy schools should follow reporting protocols for imminent danger if a student or family member has an immediate risk to their personal safety.

Imminent danger refers to first-hand, real-time reported information versus second-hand/ hearsay, and is an **immediate threat of harm**.

It is considered imminent danger when a student's apparent perpetrator intends to cause harm, or such danger exists which could reasonably be expected to cause death or serious physical harm.

Students can also engage in imminent danger towards themselves or others. The term imminent or its equivalent (e.g., immediate, threatening, emergent, crisis) is short-term, rather than long-term, danger to self or others. When deciding if a situation is imminent, consider the specific nature or conduct, magnitude, probability, or frequency of harm.

School Staff Responsibilities

1. Upon receipt of the concern, the staff member will do one or both of the following:
 - a. Make a report with local children's services.
 - i. Search online for "children's services in city/county" where the student lives.
 - ii. Note the incident number and the agency actions, e.g. if they will open an investigation. You will add this information to a Child Welfare IA in the subsequent steps of the process.
 - b. Contact 911 if it is recommended by the agency or if the student requires immediate medical attention.
 - i. Call 911, either locally or in the city and state, in which the situation is occurring. Have the student's name and address ready.
 - ii. Keep the student engaged in conversation and confirm his or her address or other information that will assist emergency services in locating them.
 - iii. Remain on the line with 911 until emergency personnel arrives at the student's location or as otherwise instructed by the 911 operator.
2. Inform the school leader from a separate phone or via instant message.
 - a. If the school leader is not available, contact Tisha Rinker (614-595-3543). If you are unable to reach her, contact any member of the Counseling Team.
3. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, the Log should be marked as "Confidential."
4. Create a Child Welfare IssueAware ticket with the following fields:
 - a. Name: School Name: Student ID First Initial Last Name, Student Concern
 - b. System: Schools
 - c. Component: Child Welfare
 - d. Type: Select your school
 - e. Urgency: Urgent
 - f. Mark the ticket as Private
5. Your School Leader and/or Counseling team will follow through on next steps. They will contact you if any further actions or details are needed.
(see also the Imminent Danger Handout in the Virtual Library)

Disaster and Criminal Incident Procedures

The welfare of the students and staff will always be the priority in any given emergency. Whatever action might need to be taken should put the health and safety of students and staff first.

Preparation/Preventative Measures:

- Upon booking the event staff will request a copy of the evacuation route(s) from the venue and request if there is an onsite security guard. If possible, also request the location of fire extinguishers and/or a copy of their emergency plan.
- When available staff will bring the following to each event:
 - An **emergency kit** with
 - Emergency Folder
 - The school emergency action plan, outlined below
 - The site manager name/contact, site address/number, testing room number(s), security guard name/contact (if applicable), and school emergency contacts
 - A sheet with onsite staff names and contact information
 - A paper copy of parent emergency contact numbers by student
 - Copies of [Accident/Injury Reports](#) Forms
 - Copies of Incident Report Forms
 - A first aid kit
- On the day of an event, staff will make a note of emergency exits, location(s) of fire extinguishers, and fire alarms. Additionally, onsite staff will determine the designated rally point.
 - Rally point - A location, most likely in the parking lot, located a safe distance from the building venue where if staff were to be separated that is where they will meet
- Families will be informed that in the event of an emergency, students will not be released to family members until a roll call is completed to ensure all students are safe and accounted for.

Emergency	Action Plan
Evacuation	Fire alarm, flood, bomb threat, or any emergency that requires evacuation from the building <ul style="list-style-type: none"> • Immediately, all onsite staff will assist with evacuating all students outside calmly and safely. <ul style="list-style-type: none"> ○ A staff member should lead the students, another should be in the middle, and the others should be behind the students ○ No running should be permitted to avoid trampling and/or other potential injuries ○ Always use the stairs if on an upper floor • Once students are at a safe distance outside, on site staff will do a roll call to ensure that all students are accounted for, including staff. • If families are onsite during the emergency, staff SHOULD NOT release students until after roll call

	<ul style="list-style-type: none"> • Staff should follow-up with students to ensure that there were no injuries during evacuation and that no emergency assistance is required. • Depending on the severity of the emergency, at the discretion of a school principal or designee, the event will continue, or the students will be dismissed.
<p>Medical Emergency</p>	<p>In the event of a medical emergency</p> <ul style="list-style-type: none"> • Call 911 <ul style="list-style-type: none"> ○ Provide the nature of the emergency ○ Provide the site address & specific location • The onsite staff must isolate and secure the area or affected student(s) to avoid panic and/or further injuries <ul style="list-style-type: none"> ○ If a student is severely injured, he or she SHOULD NOT be moved unless otherwise instructed by the emergency response team. • Staff identifies the individual(s) injured and calls contacts the caretaker(s) immediately • On site staff informs the state testing team, school leader, and venue manager of the emergency immediately • NEVER leave injured student(s) alone. If an ambulance ride is required and the caretaker is not onsite, a staff member should accompany the student(s), if possible • If an ambulance ride is required, the site lead staff should make a note of the hospital the student(s) is/are being transferred to and follow-up with the family immediately • Staff MUST complete the Accident/Injury Report and send it to the school leader as soon as possible. • The event may continue for the uninjured parties. If students are impacted and unable to continue testing after the incident, they should be dismissed
<p>Assault/Fights</p>	<p>Among students</p> <ul style="list-style-type: none"> • Staff should ensure the safety of all students and staff • Staff should de-escalate and defuse the situation • Staff should call 911 if necessary <ul style="list-style-type: none"> ○ Immediately call 911 if weapons are visible/involved • On site staff should call 911 if a student or students are severely injured and follow the action plan for medical emergencies

	<ul style="list-style-type: none"> • The on-site staff will notify the school leader <ul style="list-style-type: none"> ◦ An administrator will notify the caretakers of the students involved • The on-site staff completes an Incident Report & Accident/Injury Report <ul style="list-style-type: none"> ◦ Ask victim(s) and/or witness(es) for their account of the incident ◦ Submit an incident report to the school leader <p>Among Caretakers</p> <ul style="list-style-type: none"> • Staff should ensure the safety of all students and staff and move students away from the location of the incident • For verbal altercations, staff at their discretion can attempt to de-escalate or defuse the situation <ul style="list-style-type: none"> ◦ If an altercation escalates staff should immediately call 911 • For physical altercations, DO NOT attempt to de-escalate <ul style="list-style-type: none"> ◦ If an onsite security guard is not available, contact 911 • Call 911 immediately if <ul style="list-style-type: none"> ◦ Weapons are visible/involved ◦ Someone threatens another’s life ◦ Unable to de-escalate and altercation is escalating • On site staff will notify the school leader • On site staff completes an Incident Report & Accident/Injury Report <ul style="list-style-type: none"> ◦ Ask victim(s) and/or witness(es) for their account of the incident ◦ Submit an incident report to the school leader within 24 hours.
<p>Active Shooter</p>	<p>Annually all CalCA staff will</p> <ul style="list-style-type: none"> • Sign up for an active shooter training course • Sign up to receive local emergency alerts and register work and personal contact information with any work sponsored alert system • Make a site-specific plan with administrators and expected onsite staff, and ensure everyone knows what they would do if confronted with an active shooter <ul style="list-style-type: none"> ◦ Understand the plans for individuals with disabilities or other access and functional needs • Describe expectations

- Describe accountability process
- Be trained to
 - Be aware of their environment and any possible dangers
 - Look for the two nearest exits
 - Outline an escape path
 - Identify hiding places
 - Say something if suspicious
 - Alert venue manager
 - Alert local authority

In general, how staff should respond to an active shooter will be dictated by the specific circumstances of the encounter.

Active Shooter Outside/Inside the Building

- CALL 911 immediately
 - Try to communicate with police as quietly as possible
 - If you cannot speak, leave the line open and allow the dispatcher to listen
 - If you were able to see the offender(s), give a description of the person(s)
 - If you heard any gunshots or explosions, provide a description and location or approximate location
 - If you observed any victims, give a description of the location and number of victims
 - If you observed any suspicious devices, provide the location and a description
 - Follow dispatchers' instructions
- **If possible**, notify onsite staff and with their assistance
 - Notify other staff and venue manager (*if possible*)
 - Quickly and safely lock and barricade all doors and windows
 - Turn off the lights, close the blinds, and block windows
 - Turn off devices that emit sounds
 - Silence cell phones (make sure they won't vibrate)
 - Quick Head Count - Count the number of students in the room

- Moving forward this will be the group of students you will be keeping track of
 - If able, write number on hand
- Remain calm and keep students calm
- If there is an opportunity to escape, do so!
 - Quickly and quietly away from the intruder
 - Leave your belongings behind
 - If shooter is close do not attempt, instead run to the nearest room then lock and barricade the door
- Don't hide in groups- spread out along walls or hide separately to make it more difficult for the shooter
- Keep everyone out of plain sight and take cover/protection behind
 - Concrete walls
 - thick tables
 - filing cabinets
- Remain absolutely quiet!
 - If you need to seek help communicate silently ensuring that no light or sounds give away your location
- Stay in place until law enforcement gives you the all clear
 - Your hiding place should be out of the shooter's view and provide protection if shots are fired in your direction.
- Attacking an armed or violent individual is not recommended but is a personal choice when there are no other apparent options

After the incident

Know that law enforcement's first task is to end the incident and apprehend the offender(s) and/or suspect(s) to ensure everyone's safety. Officers may be armed with rifles, shotguns, and/or handguns and may use pepper spray or tear gas to control the situation.

- Keep hands visible and empty
 - Universal surrender position, hands empty, palms up and fingers spread
- Officers will shout commands and may push individuals to the ground for their safety

	<ul style="list-style-type: none"> • Follow law enforcement instructions and evacuate in the direction they come from, unless otherwise instructed • Take care of yourself first, and then you may be able to help the wounded before first responders arrive • Apply direct pressure to wounded areas • Turn wounded people onto their sides if they are unconscious and keep them warm • Attempt to keep wounded alert and conscious by talking to them • Do a head count to ensure your group is accounted for <ul style="list-style-type: none"> ○ Take a roster of students and call the school office ○ Report any injuries ○ Do not leave students alone ○ After the head count if students are missing notify the authorities and have the school notify the caretaker(s) • If possible, attempt to reunite at the agreed meeting spot • Attempt to contact onsite staff if separated • School notifies the school leader and HR/legal department immediately
<p>Fire</p>	<p>If a staff member sees</p> <ul style="list-style-type: none"> • fire • smoke • or smells a gas odor <ol style="list-style-type: none"> 1. Pull the fire alarm and evacuate students and staff, following the steps in the evacuation action plan. 2. Staff must not re-enter the building until the fire service personnel or authorities have declared the building safe.
<p>Weapons or Suspicious Objects/Persons</p>	<p>Observation of, or suspicion of, weapons or threatening objects or persons</p> <p>Suspicion</p> <ul style="list-style-type: none"> • If a student or parent is suspected of having a weapon or object on his or her person, DO NOT search • Immediately notify all present staff, the principal, and venue manager

	<p>Confirmed</p> <ul style="list-style-type: none"> • Confirmed weapon(s) or hostile persons - DO NOT confront, notify the authorities immediately and follow the instructions from the dispatcher <ul style="list-style-type: none"> ○ Attempt to gather as much information as possible to provide to dispatcher such as: <ul style="list-style-type: none"> ▪ Weapon/Threatening Object <ul style="list-style-type: none"> ▪ Description ▪ Location ▪ Hostile Person(s) <ul style="list-style-type: none"> ▪ Description of individual(s) ▪ Location of individual(s) or incident ▪ Direction of travel of individual(s) ▪ Vehicle License Plate, if appropriate and possible • Immediately notify all staff present, the principal, and venue manager • Weapon/Threatening Object <ul style="list-style-type: none"> ○ Stop the event and safely evacuate students and staff, following the evacuation action plan • Hostile Person(s)/Intruder <ul style="list-style-type: none"> ○ Stop the event immediately and GET AWAY <ul style="list-style-type: none"> ▪ If you can safely evacuate with students, do so, following the evacuation action plan ▪ Staff must always accompany students ▪ All groups are unable to safely evacuate together reunite at agreed meeting point ○ HIDE & LOCK DOWN <ul style="list-style-type: none"> ▪ Quickly and safely move to a secure area, lock down the room and lock and cover any windows ▪ Move students away from doors and windows ▪ Remain quiet and maintain lock down until notified by an emergency response official or venue manager that it is safe to move ▪ If it applies, follow the active shooter emergency action plan
<p>Missing Student</p>	<ul style="list-style-type: none"> • Immediately notify all staff present and stop all activity

	<ul style="list-style-type: none"> • With assistance from onsite staff notify the principal and venue manager • With the assistance of the venue manager, lockdown the venue immediately • One staff member should stay with the students on-site. The others should actively search all areas and surrounding areas of the testing site for the missing student(s) • If the student(s) is not found or reached by phone, staff must contact the local authorities and the caretaker(s) <ul style="list-style-type: none"> ◦ Follow instructions from dispatcher and/or authorities
<p>Severe Storm</p>	<p>In the event of a severe storm, stop all testing and keep students calm</p> <p>Tornadoes, Hurricanes, or Severe Storms</p> <ul style="list-style-type: none"> • Move all students and staff away from doors and windows • Find a secure place or hall with no windows, glass, and objects that may fall on individuals • Monitor the storm • When appropriate, duck and cover • Contact school office immediately <ul style="list-style-type: none"> ◦ After the incident, administration will determine the next steps • Follow the medical emergency plan if any students or staff members are severely injured <p>Earthquakes</p> <ul style="list-style-type: none"> • Have students and staff stay indoors and seek shelter <ul style="list-style-type: none"> ◦ Each pupil and staff member take cover under a table or desk, dropping to his or her knees, with head protected by the arms, and the back to the windows ◦ Or stand in a corner or secure location away from shelving or moving objects/furniture • Stay inside until the shaking is over and then evacuate the building watching for falling items or glass

Reminder steps to complete after an incident:

- If possible, grab the emergency kit provided which contains emergency action plans, rosters, first-aid kit, and contacts

- If possible, meet at the designated rally point
- Roll call, staff should always maintain a head count and confirm all students and onsite staff are present and not harmed
 - Contact the school office for assistance, if needed
- Staff should always contact the school and inform of incident within 24 hours.
- Depending on the severity of the emergency, at the discretion of the school leader, ~~testing~~ the event will continue or the students will be dismissed and rescheduled
 - On site staff should document, if not the exact start and end times, the approximate start and end times of the incident.
- If students are to be dismissed, onsite staff should assist students with contacting their families to arrange for pickup
 - Office staff and administration should also assist with contacting families (see also the CalCA State Testing Plan)

Procedures to Allow Use of School Buildings for Emergency Shelters

The school office locations will allow a public agency, including the American Red Cross, to use school offices and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school shall cooperate with the public agency in furnishing and maintaining the services as the agency may deem necessary to meet the needs of the community and will also cooperate with the authorizing district so that the school offices can be used if needed by the authorizing district if they are called upon to provide resources during a disaster or emergency.

Discipline and Due Process for Students

All students enrolled in California Connections Academy are expected to conduct themselves in accordance with the rules for the School, and Caretakers are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this Supplement. Students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

Discipline Measures

There are three levels of disciplinary measures utilized by the School: 1) Warning 2) Suspension 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur. Alternate disciplinary actions may be imposed at the discretion of the School Leader. All CalCA schools comply with federal and state constitutional procedures surrounding suspension and expulsion, including a student's right to due process.

No student will be involuntarily removed from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the

school. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's disciplinary measure has been issued.

1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their Caretaker(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's school record. The student will not have a disruption in schooling and will not be removed from the class (i.e., Connexus). Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

2. Suspension

When a student is suspended, he/she is temporarily removed from class (i.e., Connexus) and/or other school sponsored programs or activities. The length of a suspension is determined by the school administrator up to 10 days at a time. A suspension will be documented in writing in a timely manner, and will become part of a student's school record. Please see the below Suspension (no more than ten (10) days) section for more information.

During a period of suspension as defined by the School Leader, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his/her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his/her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his/her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.

- *Unexcused absence:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying/Cyberbullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him/her.
- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, sexual orientation, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism:* A student who intentionally damages or destroys school property or records (physical or electronic). In these instances, the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the School reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as Caretakers.
- *Repeated violation of any disciplinary issues.*

3. Expulsion (Suspension of more than ten (10) days)

When a student is expelled, he/she is separated from the School for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented timely and in writing, and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The School will not discipline students protected under Section 504 of the *Rehabilitation Act of 1973*, the *Individuals with Disabilities in Education Act (IDEA)*, or the *American with Disabilities Act (ADA)* unless the school complies with the requirements of those acts and state law.

Expulsion Committee

If the Superintendent finds that a student committed an offense that may justify expulsion, the Superintendent shall refer the matter to the President of the Board of Directors. The Board President has the discretion to determine if the matter will be heard by the Board of Directors or by an Expulsion Committee. Expulsion Committee members will be appointed by the Board President.

The Expulsion Committee shall be comprised of a minimum of three members; at least one committee member will also be a member of the Board of Directors. Impartial and neutral committee members will be selected for each instance requiring review of a student's potential expulsion. If a matter is referred to the Expulsion Committee, the committee adjudicates in the place of the Board of Directors. The student shall have the right to present his/her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. All committee decisions regarding a student's expulsion are final.

Due Process for Students

The following actions will be conducted by the School, per each of the disciplinary measures as outlined below:

Suspension (no more than ten (10) days)

An informal hearing will be convened with the student, Caretaker, grade level Principal or Assistant Principal, and other staff members as appropriate. The grade level Principal (or Assistant Principal if designated) will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his/her version of the occurrence. If the Principal (or Assistant Principal if designated) determines that the incident(s) justifies suspension, written notice will be provided to the student and his/her Caretaker. The student will be provided all due process as required by law. The Principal (or Assistant Principal if designated) has the authority to make a decision to suspend a student for up to 10 days.

Suspension of more than 10 days (Expulsion)

If the grade level Principal believes that a student has committed an offense that might require expulsion, the Principal may suspend the student for ten (10) days pending further proceedings and/or a Board or Expulsion Committee hearing. During this time, the Principal will refer the case to the Superintendent, who may then request a hearing by the Board of Directors, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. If the student's right to a hearing. Such notice shall

include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present his/her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. The Board, through the Superintendent, will provide notification to the student and Caretaker of the Board or Expulsion Committee's decision and discipline determination. The decision of the Board or Expulsion Committee is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he/she will be disciplined according to the discipline measures described above for up to ten (10) days. Upon subsequent violations that result in suspensions that exceed ten (10) days, or exceed ten (10) days cumulatively within a school year, the School will determine if the behavior manifested from the student's disability. If the School determines that the violation is not a manifestation of the student's disability, the School will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the School will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

(see also the CalCA School Handbook Supplement)

Notification of Dangerous Pupils

In accordance with state law, the Superintendent shall inform the teacher of a student who has committed any acts which constitute grounds for suspension or expulsion. Any information received by a teacher shall remain confidential and shall not be further disseminated.

Preventing Workplace Harassment

We unequivocally prohibit the harassment or intimidation of our employees based on age, race, color, religion, sex, pregnancy, gender identity, national origin, physical or mental disability, sexual orientation, marital status, veteran status, protected genetic information, or any other category protected by federal, state, or local law. We do not tolerate harassment or hostile actions in the workplace and take prompt action to correct any such situation.

Harassment is a form of discrimination that occurs when someone engages in unwelcome and reasonably offensive conduct based on a protected characteristic, and that conduct could adversely affect an employee's working conditions. This Policy applies to harassment of any employee by another employee, by a supervisor or manager, or by any other individual with whom an employee interacts in the course of

his or her employment, including but not limited to customers, clients, vendors, suppliers, contractors, or other similar individuals.

Further, no employee will be punished or treated unfavorably because he or she refuses to submit to or participate in sexual harassment, and no employee will be rewarded or treated favorably because he or she submits to or participates in such conduct.

DEFINITION

Harassment can result from a broad range of actions, including, but not limited to:

- Verbal conduct: comments that that could be considered harassing if they are likely to offend a reasonable person
- Visual conduct: visual materials that contribute to a hostile work environment by their sexually explicit or derogatory nature
- Physical conduct: touching that a reasonable person would find offensive
- Sexual Harassment: any unwelcome or unwanted conduct of a sexual nature, whether verbal, nonverbal, or physical, where:
 - It is expressed or implied that an employee's submission to or refusal of the conduct will have any effect on his or her employment, job assignment, wages, evaluation, promotion, training, future job opportunities, or other terms or condition of employment, or where such submission or refusal is used as a factor in decisions relating to the person's employment; or
 - The conduct substantially interferes with an individual's employment by creating an intimidating, hostile, or offensive work environment.

Some examples of sexually harassing conduct include, but are not limited to, the following:

- Unwanted sexual advances, or requests or demands for sexual favors or sexual acts;
- Verbal or physical conduct of a sexual nature that is not welcomed by another employee, such as repeated sexual flirtation, advances, innuendo, propositions, gestures, jokes, or mockery;
- The display or distribution of sexually-oriented objects, pictures, or literature, including illustrations, drawings or cartoons, including materials downloaded from computer systems via the internet, electronic mail, or other sources; or
- Any uninvited and unwelcome physical contact.

This Policy applies in the workplace and in any other work-related settings, such as business trips, sales meetings, conventions, or business-related social events: we expect employees to conduct themselves in a professional manner in the workplace and at any other time they are representing us. Such conduct is essential to promote quality work, and to ensure a work environment free of discrimination. Physical conduct of a sexual nature, even if welcomed by another employee, is prohibited in the workplace, or in any work-related setting.

Please refer to the online Harassment Training provided at the start of your employment for more detailed information on all forms of harassment and our policies on harassment.

INTERACTION WITH STUDENTS

Any employee who interacts with students in the course of their job should be familiar with and comply with the policies contained within the School Handbook as it pertains to harassment or treatment of students. Harassment or treatment of a student that is prohibited by the School Handbook is not tolerated and any employee who violates the policies in the School Handbook may receive disciplinary action.

SANCTIONS

Any employee, supervisor, or manager, at any level, who violates this Policy, will be subject to discipline up to and including termination of employment.

COMPLAINT PROCEDURE

We encourage employees who believe they are being harassed to initially, where possible, inform the offender that his or her behavior is unwelcome, and ask the individual to stop the conduct. In addition, however, we encourage any employees who believe that they are being harassed or have been harassed to report the harassing conduct to Human Resources. In this way, we will be able to take action to stop the harassment before it becomes severe or pervasive.

If an employee believes that he or she is being or has been harassed, he or she should report the matter to Human Resources.

All complaints of harassment will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated promptly, thoroughly, and impartially.

If an investigation substantiates allegations of harassment, we will take immediate and appropriate corrective action that is designed to address, stop, and remedy the harassment, and to ensure that the harassment does not recur.

Any manager or supervisor who becomes aware of allegations of harassment must bring the allegations to the attention of Human Resources.

INVESTIGATION PROCEDURE

When an investigation is being conducted, Human Resources representatives will instruct and provide guidance to participants of the investigation regarding confidentiality, and employees are expected to fully comply with these instructions in order to maintain the integrity of the investigation.

An employee who is questioned as part of an investigation must be forthcoming and candid in answering all questions and must not withhold information pertinent to the investigation.

Withholding information or providing false information during an investigation is a serious violation of this Policy and will subject an individual to disciplinary action, up to and including termination.

PROTECTION AGAINST RETALIATION

We prohibit any form of retaliation against an individual who makes a bona fide complaint of harassment, for assisting in a complaint investigation, for providing information in a complaint investigation, or for making any determination necessary under this Policy. Retaliation is a serious violation of this Policy, and any individual found to have retaliated against another person in violation of this Policy will be subject to discipline, up to and including termination of employment.

FALSE ACCUSATIONS OF MISCONDUCT

False and malicious complaints of harassment, as opposed to complaints which, even if erroneous, are brought in good faith, will result in appropriate discipline, up to and including termination.

AUTHORITY AND RESPONSIBILITY

If a supervisor or manager learns that an employee is suffering potentially harassing behavior, the supervisor or manager must act promptly to ensure that the harassing behavior is investigated, and if necessary, promptly stopped. All supervisors and managers are responsible for preventing employees from being subjected to harassment, and for reporting any complaint or incident of harassment to Human Resources immediately and at the very least within twenty-four (24) hours using the procedures outlined above. If an incident is not reported, but a manager is aware of potential harassment, this must also be reported immediately and at the very least within twenty-four (24) hours to Human Resources.

Supervisors, must immediately report any allegations of harassment that are learned of, even if the allegations are against themselves.

Once a supervisor learns of potentially harassing behavior, we have a legal duty to take prompt and effective action. This duty remains even if the complaining employee asks the supervisor to keep the matter confidential and to do nothing, especially if the alleged harassment is severe, ongoing, or potentially harmful to others.

Supervisors cannot promise to maintain complete confidentiality. Instead, supervisors must ensure that the potentially harassing behavior is reported to the appropriate officials as soon as possible. If the employee does not want to report the issue him or herself, the supervisor must do so.

Supervisors should address the employee's concerns and assure him or her that, while the supervisor cannot promise complete confidentiality, the matter will be kept as private as possible and that the employee will be protected from retaliation.

Supervisors should follow up with the employee periodically during the investigative process, as well as after the investigation has been completed, to ensure that he or she is not experiencing retaliation or further harassment.

WHISTLEBLOWER POLICY

A whistleblower as defined by this Policy is an employee who reports an activity that he/she considers to be illegal or dishonest to one or more managers of the employer. Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate supervisor and Human Resources. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

The confidentiality of the whistleblower will be maintained to the extent that is reasonable. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. We prohibit retaliation against a whistleblower.

NON-RETALIATION

No employee will be retaliated against for reporting in good faith potential violations of any policy, or for filing, testifying, assisting with, or participating in any investigation, proceeding, or hearing conducted by the company or by a federal or state enforcement agency. Prohibited retaliation includes, but is not limited to, demotion, suspension, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying an employment benefit.

Any individual who retaliates or attempts to retaliate will be subject to appropriate disciplinary action, up to and including termination of employment. If you feel that you have been retaliated against you should report this in writing to Human Resources.

It should be noted that frivolous complaints that have no merit upon investigation or which are made in clear and direct response to disciplinary actions against an employee with documented performance issues or policy violations will not protect the employee against further disciplinary action up to and including termination. However, such

actions must clearly be directly related to the employee's own documented performance issues or policy violations.

ISSUE RESOLUTION PROCESS

We encourage open and direct lines of communication between employees at all levels of the organization. We respect the intelligence of our employees and their ability to speak for themselves. It benefits everyone when employees feel free to bring questions, suggestions and concerns directly to their managers. Examples of issues that should be handled through this resolution process include: concerns about the application of school policies and procedures within the school to school staff, parents and students; concerns about personnel decisions directly involving an individual or decisions affecting other individuals at the school; work conditions; questions about the competence and overall fitness of a colleague or a supervisor; and regulatory compliance.

Employees should follow the resolution process detailed below. Employees should always contact Human Resources immediately to deal with issues of discrimination or harassment as described in the Preventing Workplace Harassment policy of this handbook.

STEPS IN THE PROCESS

1. If the issue does not involve a violation of school policy or an ethical or regulatory requirement, meet with at least two levels of management. An employee must, in good faith, make every attempt to resolve the issue with his or her immediate manager and, if that is not successful, then with his or her next level manager. Fear of retaliation is not a legitimate reason to skip this step. If the issue does involve a violation of school policy or an ethical or regulatory requirement, then the employee should proceed directly to step 2.
2. If the immediate manager or the next level manager cannot resolve the issue, or if the issue involves a violation of school policy or an ethical or regulatory requirement, it is important to describe the issue, the desired result, and your proposed solution to the issue. This step should occur as soon as possible after the occurrence of the problem.
3. If the issue relates to a personnel matter or work condition, contact Human Resources. After an employee fully describes the issue, Human Resources will help them and their manager consider how policies, procedures, and practices relate for the issue. Often, the policies in this handbook will dictate a resolution to the issue. If the issue involves a school policy or an ethical or regulatory requirement, contact a member of the school management team. Human Resources can provide you with the name of the appropriate contact or you can ask them to contact the appropriate individual on your behalf.
4. If your issue is not resolved by either Human Resources or School Services, you can request that your matter be presented to your school's governing body (if

applicable) for final consideration or you can contact them directly. The contact information for your school's governing body is located on your school's web site. (see also the CalCA Employee Handbook)

Dress Code (including Gang-Related Apparel)

Any clothing worn or displayed at a school sponsored event that could reasonably be determined to threaten the health and safety of the school environment will be prohibited. Such determination will be made by on site administration or other school staff.

Safe and Orderly Environment

Required Student Safety Trainings for School Staff

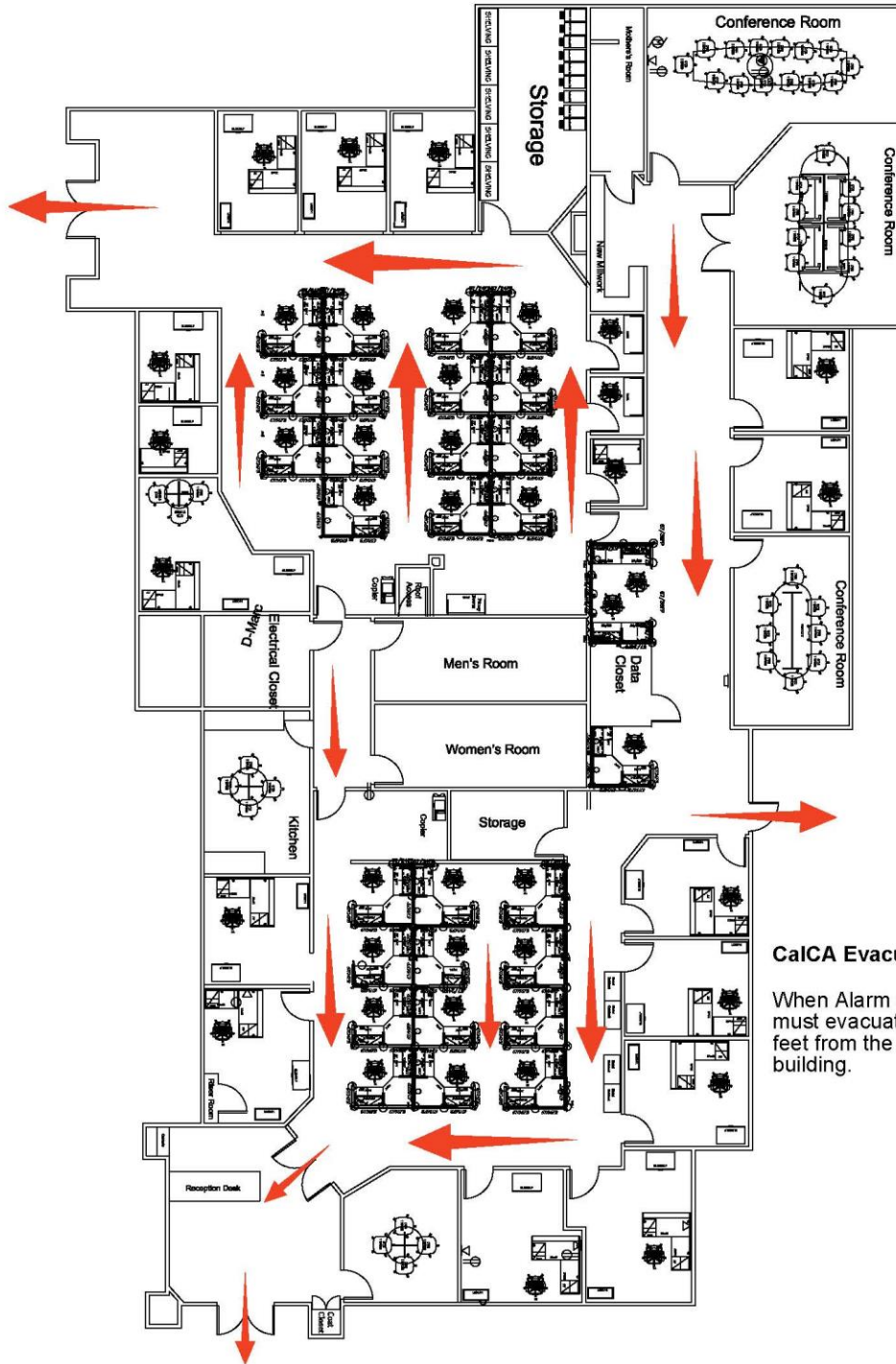
Connections Academy takes student safety and well-being very seriously, and believes that students should be able to learn in a safe and comfortable environment. Therefore, in addition to the comprehensive set of required courses and trainings for school staff that focus on educational practices, teachers are required to take two courses that focus specifically on student safety:

- **Internet Safety:** This course provides valuable information about practicing safe behaviors online.
- **Students in Distress: Recognizing and Responding:** This course is designed to ensure teachers and other school staff are familiar with the signs of student distress and know how to respond promptly and professionally when they observe such signs or behaviors.

All members of school staff must complete the trainings at the beginning of the school year, and refer to the trainings throughout the year as needed. School leadership tracks staff completion of these trainings to ensure all staff members have completed the trainings in the required time frame. Caretakers and Learning Coaches are asked to communicate and collaborate with teachers and other school staff as they work to fulfill their professional roles in supporting student safety and well-being. They are asked to involve additional parties as appropriate to address concerns, and to always keep student safety and well-being at the center of the conversation. (see also the CalCA Handbook General Portion)

Safe Ingress and Egress

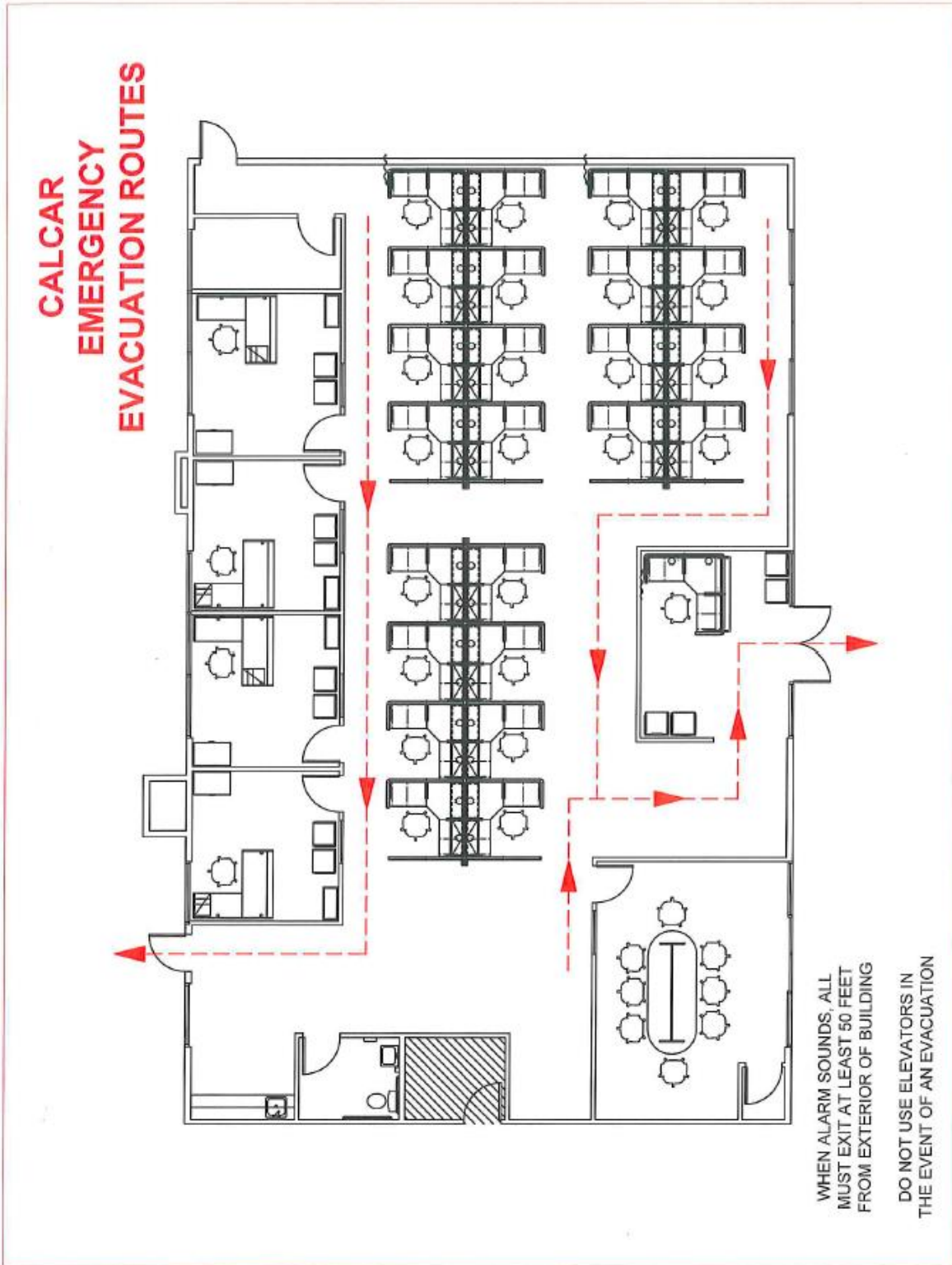
California Connections Academy, Southern California Office
33272 Valle Road, San Juan Capistrano, CA 92675



CalCA Evacuation Plan

When Alarm sounds you must evacuate at least 50 feet from the exterior of the building.

California Connections Academy, Ripon Office
580 N Wilma Ave. Ste. G, Ripon, CA 95366



Coversheet

Approval of Contracts Over \$20,000 (attached)

Section: V. Action Items
Item: A. Approval of Contracts Over \$20,000 (attached)
Purpose: Vote
Submitted by:
Related Material:
2022-23 Contracts Over 20K - 22-23 20k for Board @4_19_23.pdf

ALL SCHOOLS Check Registry Pivot Jul 1, 2023 - Apr 18, 2023					
PAYEE	BUDGET LINE ITEM	Amount	Term	Effective Date	End Date
		OVER 20K			
Classkick	Instructional: Other Curriculum	\$ 30,496.00	12 months	July 1, 2022	June 30, 2023
Clever	Professional Services: Other School Contracted Services	\$ 46,640.00	12 Months	November 21, 2022	November 20, 2023
CliftonLarsonAllen LLP	Professional Services: Accounting Services/Audit	\$ 70,565.00	Project Base	May 2022	Dec 2022
Curriculum Associates	Instructional: Other Curriculum	\$ 58,241.00	12 months	July 1, 2022	June 30, 2023
Delta Managed Solutions	Professional Services: Other School Contracted Services	\$ 44,700.00	Project Based	December 7, 2022	
DocuSign, Inc.	Professional Services: Other School Contracted Services	\$ 24,000.00	24 Months	August 15, 2022	August 14, 2022
Explore Learning	Professional Services: Other School Contracted Services	\$ 28,950.00	12 Months	July 1, 2022	June 30, 2023
Instructure, Inc.	Professional Services: Other School Contracted Services	\$ 30,796.00	6 Months	January 1, 2023	July 15, 2023
Learning A-Z	Instructional: Other Curriculum	\$ 22,307.40	12 Months	July 1, 2022	June 30, 2023
Nearpod	Instructional: Other Curriculum	\$ 24,800.00	12 months	July 13, 2022	July 12, 2023
Trello	Professional Services: Other School Contracted Services	\$ 105,952.50	36 Months	December 16, 2022	December 16, 2025
Capturing Kids Hearts	Employee Related: Staff Training/Prof. Dvlpmt	\$ 106,000.00	12 Months	July 1, 2022	June 30, 2023
PC Connection	Technology	\$ 65,000.00	Chromebooks/Laptops		

Coversheet

Approval of Contract with Charter Impact (attached)

Section: V. Action Items
Item: B. Approval of Contract with Charter Impact (attached)
Purpose: Vote
Submitted by:
Related Material:
Charter Impact Proposal for CA Connections Academy - 03.17.23 (2).pdf



Proposal for Business Management Services





March 17, 2023

Ms. LaChelle Carter, Dr. Richie Romero, and Dr. Richard Savage
California Connections Academy
33272 Valle Road
San Juan Capistrano, CA 92675

Dear Ms. Carter, and Drs. Romero and Savage:

Thank you for the opportunity to submit a proposal for business management services for California Connections Academy. We are thrilled at the possibility of working with you. Charter Impact provides comprehensive business management services to charter schools, and we pride ourselves on our hands-on approach and top-notch customer service.

Our team is well-versed and experienced with the needs of charter schools, CMO's and complex organizational structures and we offer customized solutions accordingly. The company's style combines a professional and friendly feel, with personalized service being our number one priority. Our goal is to provide timely and accurate financial reporting as well as insight and guidance in a way that only an experienced financial professional and CPA can. We also focus on providing the professional development and tools necessary to empower board members and executives to make the best business decisions possible for their organization.

As California Connections Academy experiences not only great successes but also inevitable challenges in the future, we would love the opportunity to support you with the most accurate and efficient advisement and service. We believe that our deep knowledge of CA charter school regulations for non-classroom based programs would be an asset, especially as the school navigates potential enrollment and funding turns. We feel confident that Charter Impact would be an excellent partner for California Connections Academy, and that we can provide a competitively priced service offering with the highest qualifications and service capabilities.

Please contact me with any questions or comments regarding our proposal or our services. We are very excited about the opportunity to partner with your organization and greatly look forward to hearing back from you.

Sincerely,

A handwritten signature in black ink that reads "AdK".

Adam Kaeli
Co-CEO
Charter Impact, Inc.

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The Charter Impact team has an uncanny ability to break down complex financial information. They do a great job balancing prudent fiscal management with creative problem-solving.

VALERIE BRAIMAH

EXECUTIVE DIRECTOR, CITY CHARTER SCHOOLS, 2013 - 2021 (LOS ANGELES)



Collaboration as a Management Solution

Managing a charter school and providing specialized education to your local community is a righteous endeavor and one that only a team of highly qualified educators can tackle. However, navigating the financial and operational side of the organization can be a daunting task. School funding, regulations and reporting are constantly changing. Managing and monitoring these areas while staying in compliance with internal controls and avoiding audit findings is labor intensive, and it takes your time away from the classroom. **We can help.**

Charter Impact is a mission-driven business partner dedicated to empowering charter schools and non-profits with professional, personalized financial management and operational support. Our number one priority is to provide **timely, accurate financial information** with **dependable, responsive customer service** at an affordable cost.

Our model of service resembles more of a hand-in-hand partnership than a “back” office company. We stand with our clients, not behind them, and help navigate from start-up through strategic growth and into long-term sustainability. We believe that what separates us from other firms is our ability to go a step beyond producing financial statements. As a team of experienced CPA's, finance experts, and other business professionals focused on nothing but charter school and non-profit business management, we can offer the type of high-level professional and personal support that no one else can.

As **California Connections Academy** continues its strategic focus on long-term sustainability and stability, it will be critical to have support from a team of professionals experienced in managing charter schools as well as affiliated non-profit organizations such as CMO's, facility holding companies and foundations. Having our team at your disposal will allow you to manage changes on the California Connections Academy horizon effectively and efficiently, and we will work with you and your board to assist in the long-term strategic planning of the organization to ensure success.

We highly encourage you to contact our references.

From the perspective of a school leader, they can speak very clearly about what it means to work with a business management firm as a true partner to their mission.

Mission Statement

Our Vision

Charter Impact empowers mission-driven organizations to achieve their goals through personalized support in finance, operations and business management.

We accomplish this through enthusiastic collaboration within our team and with our clients to support their communities.

Core Values

DO GOOD

Make sure it's right for you, the client, and the company.

BE HONEST

Communicate with integrity and speak the truth.

SUPPORT EACH OTHER

Your teammates are as important as your clients.

SHARE YOUR IDEAS

Every one of us brings unique experiences to the team.

DEBATE IS HEALTHY

Speak up, presume positive intent, seek clarity, and work toward resolution.

GET UNCOMFORTABLE

Growth happens outside your comfort zone.

FOCUS

Distractions are ever-present; don't let them become stumbling blocks.

QUESTION THE STATUS QUO

Ask questions, present solutions, push the envelope, and then push it again.

EMBRACE CHANGE

This is not a static task, job or company, and you are not a static person.

KEEP LEARNING

Continuously expanding your abilities and skill-sets keeps you sharp and motivated.

START STRONG; FINISH STRONG

Give it your all and present your finished product with pride.

HAVE FUN

Your job is a worthy pursuit that impacts everyone around you. Enjoy yourself.

Client Success Stories

The stories below provide a recent sample of what we help our clients accomplish.



Enabling Outstanding Academic Results

Scholarship Prep Public Schools was looking to build on their strong reputation by expanding its mission and impact into additional counties. Charter Impact provided key data, including financial analysis for support of homeless and at-risk students’ use of transportation to and from school, access to food, clothes, and additional supplies. Due to the strength of their schools’ performance and petitions, **Scholarship Prep’s Orange County site was awarded a coveted 7-year renewal and the organization received unanimous approval to open multiple schools through a Riverside County-Wide Charter, with the first school scheduled to open in spring of 2023.**



Solidifying Your Facilities’ Futures

Aspen Public Schools was evaluating plans for their facilities, including lease and purchase options. **Charter Impact partnered with legal and facilities planning experts to close over \$12 million in bond financing to purchase their leased Aspen Valley and Aspen Meadow facilities.** The funding also supported site improvements and ensures access to suitable cost-effective sites amidst increasing political and economic uncertainty.



Successful Appeals

College Preparatory Middle School — La Mesa faced an uphill battle on approval of their new charter petition for the 2018–19 school year. After being denied at the local level, we stood and fought with the *College Prep* team, creating detailed financial plans, responding to multiple inquiries and presenting to the State Board in Sacramento — the eventual authorizer. **College Prep Middle School - La Mesa won their appeal and are in the fourth year of serving their community.**



Building for Growth

TEACH Public Schools was founded in 2010 with a mission to provide innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. *TEACH* grew to three schools serving kindergarten - 12th grade in the Westmont/Gramercy Park community of Los Angeles, and within a decade, interest in *TEACH*'s program grew beyond state borders. **When TEACH Public Schools expanded from California to Nevada, Charter Impact was there to support them with the financial acumen and diligence needed to manage a multi-site, multi-state network.** Whether you’re a start-up school seeking funding for your first facility or a large, complex network expanding your footprint, the Charter Impact team has the expertise to help you grow sustainably.

References

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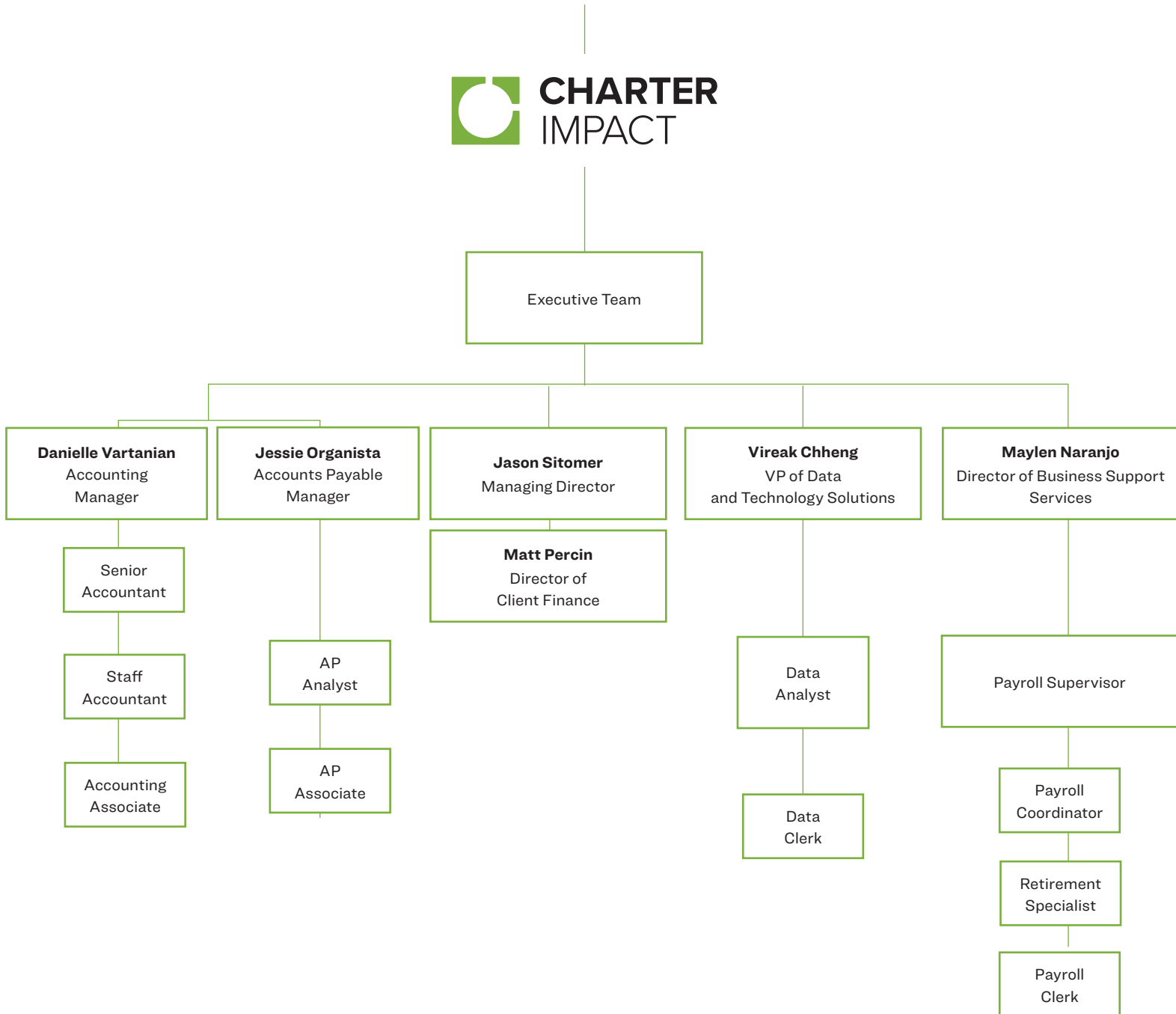
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Financials are accurate and on-time. District and State compliance reporting has never been submitted past a deadline. Charter Impact is prompt and extremely professional.

TERRI MARTIN

BUSINESS DIRECTOR, ASPEN PUBLIC SCHOOLS (FRESNO)

School's Proposed Support Team



Team Bios

Below you will find bios for members of our team who will be working directly with your organization. Actual staffing assignments are subject to change and dependent on both timing of term start and after detailed client needs assessment. For more information on the rest of our director team, please visit our website at www.charterimpact.com.

SPENCER STYLES, C.P.A., M.P.A.

President



As President, Spencer spearheads Charter Impact's initiatives and is responsible for the long-term growth and sustainability of the company. In addition to internal operations oversight, Spencer guides new schools through the start-up and grant

application process, directs and manages the strategic growth of existing schools, and bolsters established schools in their navigation and execution of facility financing.

Prior to Charter Impact, Spencer was the Vice President of Finance for Alliance College-Ready Public Schools, a network of 28 free public high schools and middle schools serving over 12,000 students in low-income communities in California with historically under-performing schools. His primary areas of concentration included maintaining all accounting systems, designing and implementing the internal control framework, developing cash flow projections and forecasts for organizational growth, and providing guidance on fiscal best practices.

Before working in the charter school world, Spencer was a practitioner in public accounting for several years and has experience leading audits and reviews of privately-held companies, publicly-traded companies, governmental agencies, not-for-profit organizations and employee benefit plans. He has also provided a wide variety of technical consulting including litigation support, due diligence testing for mergers and acquisitions, internal control design and implementation, stock option valuation and Sarbanes Oxley Section 404 compliance and implementation.

Spencer earned a Bachelor of Business Administration in Accounting with a minor in Mathematics, and a Master of Professional Accountancy degree with an emphasis in Finance, both from the University of Wisconsin-Whitewater. He is an actively licensed CPA.

DAVID LUECK

Co-CEO



David joins Charter Impact with over 20 years of government service and operations experience bringing years of expertise and leadership in mission-driven enterprises. As Co-CEO, he supports client operations through team building and

process excellence to ensure best-in-class service.

Prior to Charter Impact, David specialized in the research, analysis and optimization of small and midsize businesses. Before his work in the private sector, David completed over 20 years of service in the US Navy including numerous tours of duty and seven overseas deployments. For his final tour he served as the senior director of training and readiness for Destroyer Squadron 23 where he oversaw training, compliance and certification requirements of six guided missile destroyers comprising 1,800 personnel as well as directed the tactical employment of seven surface ship assets with Carrier Strike Group Nine onboard USS Theodore Roosevelt.

Previously, David completed tours assigned to USS Freedom, USS Fort Worth, USS Halsey, and USS Wyoming. Additionally, David was a Naval Science Instructor at Massachusetts Institute of Technology (MIT) NROTC where he trained and mentored future military leaders from MIT, Harvard, and Tufts for several years in between operational tours.

David holds a Bachelor of Business Administration in Finance from Jacksonville University where he graduated Summa Cum Laude and a Master of Arts in Law and Diplomacy (MALD) from The Fletcher School at Tufts University. Outside of work, David enjoys time with his wife and son, cooking for family and friends, running, tennis, and hiking.

Team Bios Continued...

JASON SITOMER, M.B.A.

Managing Director



Jason is responsible for helping schools thrive financially, stay up-to-date on compliance, and succeed in the new post-pandemic reality. Jason oversees a team of ten directors assisting over 70 organizations, 100 schools, and 50,000 students. He

takes pride in being a strategic partner with Charter Impact's clients and aggregating best practices from across the industry to drive successful outcomes.

Jason joined Charter Impact with over a decade of experience in finance, process improvement, planning and analysis. Most recently, he was Senior Director of Finance for Lifelong Learning Administration Corporation (LLAC), providing financial services to the Learn4Life network of charter schools. During his tenure, he was responsible for the financial projections, cash management, banking relationships, funding determination form applications, and ad hoc analysis and reporting for 20 California charter schools.

While there, Jason found his passion and drive for giving back to the community by helping charter schools utilize the resources available to them and create the most robust charter school programing possible. He is a strong advocate for school choice for all those looking for additional options outside of the traditional public schools currently available to students.

Prior to LLAC, Jason worked at a variety of entertainment companies (Sony, Fox, Universal, and Disney) in various roles focused on analysis and process improvement. He brings his working knowledge from the for-profit world to ensure that the same principles can be applied to the non-profit educational world so its leaders and organizations can achieve sustainable long-term success.

Jason earned his Bachelor of Science in Business Administration from San Francisco State University and his Master of Business Administration from Pepperdine University.

MATT PERCIN

Director of Client Finance



Matt brings over a decade of national charter finance experience to Charter Impact. Before joining the team, Matt worked at Charter School Capital in Portland, Oregon, where he specialized in solving complex financial challenges for schools across

the nation and counseling individual schools and charter management organizations on sustainable growth strategies.

While there, Matt assisted schools of all sizes by securing adequate facilities financing, solving substantial cash flow and deficit issues, and supporting the long-term success of mission-driven educational organizations. Among his successes, Matt provided strategy and advisement to a small school network and helped them grow from several hundred students to over 25,000.

Matt is motivated by helping people realize their potential and creating successful partnerships and he is thrilled to do this daily in his Client Finance Director role at Charter Impact, where he works collaboratively with schools to manage their finance, accounting, and compliance reporting.

On a personal level, Matt is passionate about staying sharp mentally and physically in pursuits that require discipline and repetition—specifically, fitness and golf. Walking down the beautiful fairways is the place Matt feels most at home. In golf, like life, every choice matters and redemption is always one wise choice away. This is the mantra that has allowed Matt to thrive both personally and professionally.

Matt earned a Bachelor of Science in Business Administration with a concentration in Finance, and a minor in Economics from the University of Oregon.

Team Bios Continued...

MAYLEN NARANJO

Director of Business Support Services



Maylen is responsible for leading Charter Impact’s efforts in maintaining process efficiency and transparency through hands on, in-depth, personalized support of our clients.

Her role includes significant face time with client staff, providing training and obtaining feedback/suggestions about ways to best utilize and improve services.

She has been working with charter schools in several capacities for over a decade. In 2007, she joined the charter world as a payroll administrator at Partnerships to Uplift Communities (PUC), a non-profit charter school organization consisting of 16 schools serving the Northeast San Fernando Valley and Northeast Los Angeles. While there, she advanced to become the manager of PUC’s Accounting department.

After her time at PUC, Maylen joined the team at a financial management services provider specializing in charter schools, where she played a leading role in managing both client services and personnel.

She continues that work at Charter Impact today, where she oversees and implements efficient operational systems, processes and policies in support of our growing company’s mission and our expanding team.

Maylen is passionate about providing excellent service and personalized support to the great organizations we serve, and is confident that the work we do helps these schools offer the best possible education to underserved students.

Maylen earned a Bachelor of Science in Accounting and a Master of Business Administration from the University of Phoenix.

VIREAK CHHENG

VP of Data and Technology Solutions



Vireak brings 15 years of charter-specific data and tech experience to Charter Impact. In his current role, he oversees attendance, CALPADS, information technology and student data services.

Vireak began his career with charter schools in 2002 at Camino Nuevo Charter Academy (CNCA), a community of high-performing public schools serving students in historically underserved neighborhoods of Central Los Angeles. Vireak spent 5 years working as a Data Systems Administrator and Information Technology (IT) Coordinator.

After his time at CNCA, Vireak joined the Alliance College-Ready Public Schools. The Alliance is currently the largest charter school network in Los Angeles, and larger than 75% of all school districts in California. During his 10 years at Alliance, he served multiple roles in which he oversaw technical design, data collection, reporting, and analysis functions for the organization. In his most recent role, as Senior Vice President of Technology, he was responsible for developing strategic priorities and operating plans for IT, Student Information Systems (SIS) and Research, Assessment and Data teams.

As the accountability landscape becomes more demanding, charter schools must demonstrate their student information and achievement in more sophisticated ways. A key part of Vireak’s work with Charter Impact is focused on guiding clients to make data-informed decisions to impact and highlight the success of their schools and students. Vireak is passionate about ensuring that all students have an opportunity to experience high-quality education and is thrilled to use his expertise to continue serving the charter community.

Vireak earned a Bachelor of Science in Computer Engineering from California State University, Northridge.

Services Proposed

Charter Impact's array of services provides all of the support that you would expect from an in-house finance/accounting department, plus student data services. Our services include not only the accounting, accounts payable and payroll departments, but also assistance with reviewing contracts, ad hoc financial analysis, support with vendor negotiations, assistance with facility financing, management of lender relationships, and much more.

A basic description of our services are as follows:

Business Management Services

1. IMPLEMENTATION AND TRAINING

- + Create a customized accounting database based specifically on the school's reporting needs (both internal and external)
- + Import historical data to the extent possible (typically monthly balances as far back as data is available) to allow for maximum comparability of financial information
- + Review existing contracts for terms, requirements and school responsibilities
- + Create, refine or replace existing processes and procedures to increase efficiency and improve the strength of internal controls
- + Provide training in specific processes and procedures to school site staff including: accounts payable, accounts receivable/deposits, petty cash accounts, student stores, payroll, etc.
- + Provide training to new and/or existing board members on:
 - Charter school funding - including drivers, calculations, restrictions and cash flow timing,
 - Reading and interpreting financial reports, and
 - Internal controls and the board's responsibility for oversight and maintenance

2. ACCOUNTS PAYABLE PROCESSING

- + Review all invoices sent to Charter Impact for proper approval and coding
- + Enter invoices for each reporting entity, process check payments, and send checks directly to vendors to reduce turn-around time
- + Provide weekly check registers, accounts payable aging reports, vendor payment history or other ad hoc reports on a recurring or as needed basis
- + On an emergency basis, same day payments can be processed in addition to the weekly cycle (*additional processing fees apply).

3. ACCOUNTS RECEIVABLE PROCESSING

- + Monitor the receipt of State approved ADA funding amounts and verify balances paid are correct
- + Work directly with governmental agencies to resolve any issues or discrepancies identified

- + Review all donor letters and grant agreements for proper coding and revenue recognition in accordance with GAAP
- + Maintain independent records, as necessary, for both public and private sources to ensure accurate reporting and compliance

4. BANK RECONCILIATION AND GENERAL LEDGER MAINTENANCE

- + Reconcile all bank accounts on a weekly basis for a heightened level of security and monitoring
- + Alert management to any irregularities, un-reconciled amounts, or missing documentation
- + Maintain general ledger in accordance with GAAP on an ongoing basis, ensuring all revenues and expenses are recorded and reported accurately
- + Maintain an inventory of fixed assets over the school-designated capitalization threshold and calculate depreciation on a monthly basis

5. CASH MANAGEMENT

- + On a weekly basis, use reconciled bank balance to project daily cash balances for 30 days (for analysis of cash for any period of time over 30 days, the monthly forecast will be utilized)
- + On a weekly basis, provide schools with amount of cash available for accounts payable or other discretionary spending while ensuring sufficient funds for regularly recurring transactions such as payroll, taxes, rent, insurance, etc.
- + Plan and manage payment of outstanding debt as needed
- + Prepare all financial reporting necessary for renewal of loans or lines of credit
- + Present line of credit status to board and obtain board resolutions as needed
- + Monitor compliance with all debt covenants as a part of the ongoing budgeting and forecasting process
- + Analyze future cash flow and determine whether schools need to make adjustments to spending or seek other funding options.

6. MONTHLY FINANCIAL REPORTING

- + Provide a monthly reporting package by the 20th day of the following month, assuming all necessary data is received from the school site on a timely basis, to ensure management has the necessary information to make sound business decisions
- + Create financial reporting package based on customized business segments. This includes budgets and forecasts as well.
- + Offer a menu of report options for the monthly financial reports including, but not limited to:
 - Monthly summary by financial section with bulleted highlights for presentation purposes
 - Monthly Cash Flow Forecast and comparison to approved budget
 - Budget vs. Actual Report (both current month and year-to-date)
 - Schedule of Revenue and Expenses by Period
 - Comparative Statement of Financial Position

- Combining/Consolidating Statements of Activities and Financial Position
- Statement of Cash Flows (both current month and year-to-date)
- Accounts Payable/Receivable Aging
- Check Register(s)
- General Ledger Detail
- Other customized reports as requested by the school, executive team or board
- + On a monthly basis, review and present the financial package with the school staff and/or board members to assess the current fiscal condition of the school
- + Provide access to the accounting database via a VPN connection allowing school staff to run reports and see real-time data as it exists in the system
- + On an as needed basis, provide or present financial information or training to lenders, board members, community members, parents or other external parties as requested by the school.

7. COMPLIANCE AND GRANT REPORTING

- + Support school with LCAP development, including preparation of the budget, ensuring adherence to Supplemental and Concentration funding requirements and integrating the LCAP budget into the overall school operating budget
- + Assist the school with grant applications including the development of grant-specific budgets as well as school long-term projections
- + Track all restricted revenues (both public and private) to ensure compliance with governmental and donor-required restrictions
- + Provide financial information and reporting to governmental entities, donors, and other supporting organizations for grant compliance

8. CHARTER AUTHORIZER SUPPORT

- + Support the school with all financial and business communications with the charter authorizer. This includes, but is not limited to:
 - Prepare regular financial reporting (budget and interims)
 - Provide ad hoc financial documents and reports as requested
 - Partner with school leaders to meet with authorizer staff to discuss fiscal health and outlook of the school
- + Assist in the renewal process by preparing and/or reviewing fiscal narratives, preparing the required forecasts and cash flow projections, and calculating the LCFF with assumptions.

9. ANNUAL BUDGET CREATION AND REVISIONS

- + Work with school staff on an annual basis to create a 5-year budget and cash flow projection to ensure proper future planning
- + Provide a monthly budget and cash flow report to monitor the cash balance and protect against the gap caused by revenue and expenditure seasonality
- + Revise the annual forecasts on an as-needed basis (but at least monthly) to provide school

staff and board members with accurate year-end projections and the information necessary in a constantly changing environment

10. AUDIT PREPARATION AND OVERSIGHT WITH AUTHORIZERS

- + Maintain electronic records of all transaction support
- + Work directly with the independent auditors to provide information, thereby reducing client time commitment and audit fees
- + Participate in, and support all oversight reviews from charter authorizers and governmental agencies to improve outcomes

11. TAX PREPARATION AND SUPPORT

- + Prepare and electronically submit Form 1096 (summary of all 1099 forms) to the IRS for all required vendors and service providers
- + Prepare and report sales and use tax returns
- + Provide any and all information necessary for the preparation and submission of Form 990

NOTE: Payroll tax reporting is included in the payroll processing section below

12. STRATEGIC PLANNING

- + Work with school management and the Board of Directors to develop long-term strategies to ensure the school's prosperity
- + Provide second opinions and act as sounding board for school management and the Board on business and financial matters

From day one, Charter Impact has been extremely patient in listening to and serving our needs. They are second to none and I cannot overstate how appreciative everyone from the Allegiance team is to be partnering with them.

ANDREW VESTEY

BOARD CHAIRMAN, ALLEGIANCE STEAM ACADEMY (CHINO)

Payroll Processing and Retirement Reporting

Payroll is one of the most critical areas of an organization's business office. Our payroll team is well versed in charter school payroll issues and has the depth of experience to handle any and all processing nuances that inevitably arise.

1. PAYROLL PROCESSING

- + Maintain employee static pay information in a payroll database
- + Process status updates, new hires, terminations, and/or informational changes in payroll system
- + Assist in the development of a regular payroll schedule that is compliant with State labor laws and consistent with employee contracts
- + Process supplemental payroll runs such as the following:
 - Involuntary termination - the check will be prepared ahead of time and provided to the school on the termination date
 - Voluntary termination without notice - the check will be prepared and delivered to the employee within the time frame required by the State
 - Scheduled bonuses/stipends
 - Additional unscheduled/emergency payroll runs
- + Process and pay all federal and state payroll tax payments according to required guidelines
- + Prepare the state payroll tax filing report annually, and quarterly for federal and state agencies
- + Prepare, review, and distribute W-2s to all employees

2. RETIREMENT REPORTING

- + Create reports and submit to the County by the due date assigned
- + Work directly with the County and CalSTRS / CalPERS about questions and required supplemental reporting such as:
 - F496 files to SEW (if applicable)
 - CalPERS contributions directly in the CalPERS website
 - Newly elected or mandatory qualified members into the CalSTRS website
 - New appointments for CalPERS members (newly elected or modifications)
 - Entries and corrections from payroll through CalPERS (Public Employees' Retirement System) and CalSTRS (State Teacher's Retirement System)
- + Ensure all STRS and PERS payments are made before the due date via ACH, EFT, or Check.
- + Provide ongoing updates to Client staff regarding:
 - Processes and procedures related to pension programs
 - Changes to eligibility and classification
 - Compensation Limits
 - Rate changes

Services Proposed Continued...

- + Monitor and manage CalSTRS, CalPERS and CROWE audits
- + Manage internal audits, corrections, and reconciliations of pension plan input
- + Process 403(b) retirement plan deductions, if applicable, submit payments to the third-party administrator in compliance with State and Federal laws

3. WEB-BASED EMPLOYEE TIMEKEEPING SYSTEM

- + All employees can be given online access to a streamlined, secure electronic timekeeping system which is fully integrated into our accounting system and eliminates the need for paper timesheets.
- + In addition to entering time, employees can also electronically:
 - request time off
 - make changes to their addresses and W2s
 - access their historical paystubs

4. GENERAL SUPPORT

- + Provide support with creation of internal processes and procedures, forms and tracking systems

Student Data Support

With the introduction of the Local Control Funding Formula, student data reporting has taken an increasingly important role in determining school funding. Charter Impact has experts on staff who can support you when questions arise or help you select and design a data system that works best for you and ensures maximum school funding.

1. CALPADS REPORTING

- + Reconcile all attendance data on a monthly basis
- + CALPADS Fall 1 Data submission, including SSID Enrollment, Student Information Record, English Learner Program Record and Student Program Records
- + CALPADS Fall 2 Data submission, including Staff Assignment, Staff Demographics, Course Section and Student Course Section
- + CALPADS EOY 1-3 submission, including Student Discipline, Student Waiver, Student CTE and Student Absence
- + Maintain monthly enrollment synchronization with CALPADS and SIS retrieval
- + Report CALPADS anomalies to school management
- + Report development, including transcripts, report cards and custom reports

2. ATTENDANCE TRACKING AND REPORTING

- + Monthly attendance reconciliation
- + Independent Studies setup
- + Revised monthly submission
- + Attendance audit report tracking
- + Monthly ADA calculation
- + Prepare Monthly, P-1, P-2 and Annual attendance reports from school-provided records, and submit to the chartering agency
- + Attendance alerts
- + Report all requisite attendance data to the charter authorizer and State agencies

3. STUDENT INFORMATION SYSTEM (SIS) SUPPORT

- + Conduct multiple trainings for various school staff as needed:
 - Initial product training, including but not limited to system navigation, student and staff account management, student scheduling task management, and import and export of data and reports
 - Client Counselor and Registrar/Office Manager trainings on system components, including but not limited to entering and managing historical grades, graduation progress tracking,

student demographic data entry (including state required fields), parent/emergency contact data entry, and data quality checks to run student data audits/exception reports to identify missing data.

- SIS trainings as needed for school staff on entering attendance, attendance changes, and running attendance reports, working with attendance data grid, truancy reports/letters, and attendance audits.
- PowerLunch, Admin and PowerTeacherPro trainings

+ System Setup

- Assist with Beginning of Year and End of Year tasks such as: importing student records, create years/terms, final grade setup, create sections, etc.
- Configure bell schedules and calendars that mirror regular, minimum and assembly day bell schedules
- Configure adequate attendance, incident, entry and exit codes that capture data at a desired level of granularity
- Track student activities such as: Independent Studies, Basketball team, academic decathlon, etc.
- Setup teacher grading environment via grade scales, assignment categories, standards, teacher comments, etc.
- Perform System Administrative tasks such as integration with 3rd party software providers, maintain security groups and new school setup.

4. DATA AND ANALYSIS

- + Generate standard reports based on available data in support of multiyear and subgroup analysis of CAASPP, English Learner, graduation rates, suspension rates, college/career readiness and chronic absenteeism data
- + Perform ongoing data validation to find and flag missing or incorrect data for correction purposes
- + Correlation analysis to validate or invalidate assumptions or expected academic achievement impact
- + Generate grade distribution report by section, teacher and/or course names
- + Produce English Learner reclassification candidate list based on available data and school criteria
- + Benchmark data analysis in support of identifying reteaching opportunities
- + Create perfect attendance, at-risk of chronic absenteeism, attendance rates by subgroups reports

Term and Fees

The term of the initial contract would be from April 1, 2023 through June 30, 2026. Proposed fees for services are as follows:



Business Management Services

FY23 Consulting: Charter Impact will perform the consulting on funding determination and budget creation for the remainder of the current fiscal year (4/1/23 - 6/30/23) at no cost.

FY24 Implementation: Standard fees for time spent on the initial set up, accounting system customization, updated cash flow forecast and process implementation will be waived.

Business Management Service Fees for FY24 - FY26 are as follows:

- Year 1: Fixed fee of \$550,000
- Years 2-3: 1.75% of total revenue for each reporting entity
- Renewal: 1.65% of total revenue for each reporting entity



Student Data Support

Hourly fee of \$130 as support is needed or fixed fee of \$30 per pupil, per year.



Payroll Processing and Retirement Reporting

Payroll processing	\$100 base plus \$2.75 per employee per pay period
Garnishment reporting	\$2.50 per occurrence
New employee reporting	\$3.50 per occurrence
Payroll delivery via FedEx	\$35.00 per occurrence per 50
Quarterly/Annual Reporting	\$20.00 per occurrence
Form W-2 or 1099 (for contractors paid via payroll)	\$5.75 each

Note: For 425 employees paid semi-monthly, costs would average \$2,820 per month

This proposal is valid for 90 days.

Coversheet

Legislative Update (attached)

Section: VI. Information Items
Item: A. Legislative Update (attached)
Purpose: FYI
Submitted by:
Related Material:
CalOPS Board Meeting_ April 2023 Policy & Legislative Update.pdf

April 2023 CalOPS Board Meeting: Policy & Legislative Update

Policy Update:

California State Board of Education met on March 8, 2023 for a study session and on March 9, 2023, for a Board meeting. Of interest was Item 3, an [Update on revisions for the 2023 Dashboard](#). The Department of Education is asking the State Board to provide guidance, and the Department of Education will take steps after receipt of the guidance. The Department of Education is considering changes for the following indicators and topics ahead of the release of the 2023 Dashboard:

- English Learner Progress Indicator (ELPI): Change cuts scores
- Graduation Rate Indicator: Develop multi-year grad rate beyond four and five-year graduation rates.
- College/Career Indicator (CCI): Add new career measures which are under review
- Priority 1: Local Indicator Update to Align the Dashboard with additional data per California *Education Code: add science assessment to the Dashboard*;
- Development of student level growth model visualizations: Initial set of growth data will be released in 2024
- Address data quality and participation issues uniformly on the Dashboard: Review the current participate rate penalty for English Language Proficiency Assessment & align to participation rate for ELA & Math.

[Item 4: School Climate Indicator](#): This is a measurement where the standardized survey questions are being designed to help with this measurement.

Legislative Update:

Budget: Governor Newsom will present a revised budget request in May after receiving an updated economic forecast that may change the proposed January 2023 budget.

Bills:

[SB 739 \(Alvarado-Gil, D-Jackson\)](#)—School Accountability: Charter Schools: Renewal. Existing law requires a chartering authority to consider pupil performance schoolwide and among all subgroups of pupils when making the decision on whether to renew a charter school and requires the chartering authority to consider “verified data” for this decision until January 1, 2026. This bill would require a chartering authority to instead consider “verified data” only if provided by the charter school and would indefinitely extend the operation of this requirement. In addition, SB 739 requires all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, to have their term extended by an additional two years.

[AB 984 \(McCarty, D-Sacramento\)](#)—[High School Graduation Requirements: Personal Finance](#). This bill would add the completion of a one-semester course in personal finance to the graduation requirements commencing with pupils graduating in the 2028-29 school year. The bill would require LEAs to offer a personal finance course commencing with the 2025-26 school year. The bill would authorize, subject to the course offerings of an LEA, a pupil to satisfy the personal finance course requirement by completing either an existing A-G approved personal finance course or a locally developed personal finance course approved by the LEA.

This bill is in the Assembly Education Committee but has yet to be scheduled for a hearing.

[AB 1604 \(Bonta, D-Alameda\) Charter School Facilities Grant Program](#) - AB 1604 proposes new restrictions on the Charter School Facilities Grant Program (CSFGP), which provides partial reimbursement for rent and lease costs for charter schools serving low-income students.

SDC strongly opposes AB 160. The bill was temporarily removed from the committee's agenda last week. However, AB 1604 is back and scheduled for a hearing on Wednesday, April 26. Assembly Education Committee Chair, Al Muratsuchi (D-Torrance), is reviewing the bill and is concerned about the negative impacts on charter schools.

Update on additional bills moving through the legislative process as the bills below passed their first committee:

—[Senate Bill 98](#) by Senator Portantino would provide additional funding based on student enrollment. Supported by California Charter Schools Association.

—[Senate Bill 445](#) by Senator Portantino would require local educational agencies to translate individualized education program to the native language of the parent within 30 calendar days. Supported by California Charter Schools Association.

—[Senate Bill 28](#) by Senator Glazer which would place a multi-billion-dollar statewide school facilities bond on the 2024 ballot.

These bills were discussed in committee and passed on an assumption that many details would still need to be worked out through subsequent amendments as they move through the legislative process.