



Element Education

Governing Board Meeting

Published on September 22, 2026 at 10:00 AM PDT

Date and Time

Friday September 25, 2026 at 12:00 PM PDT

Location

1441 Montiel Road
#145
Escondido, CA 92026

The Governing Board ("Board") will assemble in person at 1441 Montiel Road, Ste 145, Escondido, CA 92026. Employees of Element Education who will be presenting and anyone wishing to speak during public comment may do so in person or via the MS Teams platform by clicking on the link provided below.

Members of the public who wish to comment during the Board meeting may complete the [Public Comment Speaker Card](#). In general, individual speakers are permitted three minutes to address the Board on each agenda or non-agenda item. The Board will limit the total time for public input on each item to 15 minutes per side (approve/deny) of the topic. In exceptional circumstances, the Board President may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be made equitably to allow for a diversity of viewpoints. The President may also stipulate that speakers not repeat arguments already made by other speakers to allow for broader range of input.

[Digital Sign- In Sheet](#)

[Join the Meeting: Use this Link to log on.](#)

1441 Montiel Road #145

Escondido, CA 92026

1816 Oak Hill Drive Escondido, CA 92026	3751 Mary Lane Escondido, CA 92026	12370 Adobe Ridge Rd Poway, CA 92064	
4646 Mission Gorge Place San Diego, CA 92120	1140 North Midway Escondido, CA 92026	9580 Carlton Hills Santee, CA 92071	6797 Embarcadero Lane Carlsbad, CA 92011

PURPOSE

The purpose of Element Education, Inc. (EEI) is to develop and operate charter schools which create avenues for “new instruction, new management, and new governance in public schools.” The organization operates from a place of Servant Leadership in supporting the elements of personalized learning.

VISION

The vision of EEI is to create model programs for deep and meaningful learning and attract and develop innovative and effective educators who instill the mindset and skills for developing agency in, and ownership of, life-long learning.

MISSION

The mission of its schools and programs is to promote a culture of mastery, autonomy, and purpose for all stakeholders through personalized learning plans developed with insight and experience of learning styles, appropriate resources, and learning networks for success in work, life, and citizenship.

Agenda

	Purpose	Presenter
I. Opening Items		
A. Call the Meeting to Order		
B. Record Attendance		
C. Pledge of Allegiance		
D. Approve Agenda	Vote	Terri Novacek
II. Recognitions and Presentations		
A. Recognitions	FYI	

	Purpose	Presenter
--	---------	-----------

- Victoria Ades, Research and Evaluation Manager - Terri Novacek
- Danielle Stubbs, DCS Administrative Specialist - Operations - Tamara Campbell

B.	School Presentation-Community Montessori	FYI	Earl Otte
C.	School Presentation-Dimensions Collaborative School	FYI	Tamara Campbell
D.	Student Services Presentation Student Services Report	FYI	Niki Sestina

III. Communications- Agenda and Non-Agneda Items

To participate in the "Public Comment" portion of our meeting, you may use the [Speaker Card](#). As you are writing your comment, please keep in mind that the three-minute time limit still applies to all comments, even if they are being read by someone else.

A.	Public	FYI
B.	Members of the Board	FYI

IV. Approval of Consent Items

Items listed in this section are considered routine and are acted on by the Board in one motion. It is understood that the Executive Director recommends approval of all Consent Items. Each item on the Consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

A.	Approval of the August 28, 2026, Special Board Meeting Minutes.	Vote	Terri Novacek
B.	Approval of the August 28, 2026, Regular Board Meeting Minutes	Vote	Terri Novacek
C.	Approval of Check Run for July 2026.	Vote	Terri Novacek

V. Information Item-Chief Business Officer Report

A.	Financial Position of Schools	FYI	Doug Miller
B.	Technology Report	FYI	Doug Miller

VI. Information Item-Director of Human Resources Report

	Purpose	Presenter
A. Employment Activity	FYI	Kiran Sihota
B. Professional Learning Activity (external)	FYI	Kiran Sihota
VII. Information Item-Chief Operations Officer Report		
A. Facilities Update	FYI	Roland Yung
B. Resource Management	FYI	Roland Yung
VIII. Executive Director Report		
A. Authorizer Relations	FYI	Terri Novacek
IX. Discussion		
A. Draft of Artificial Intelligence (AI) Policy	Discuss	Terri Novacek
X. Action Item(s) for Element Education		
A. Consideration of Revised Policies	Vote	Terri Novacek
XI. Action Items for Community Montessori		
A. Consideration of FY25-26 Unaudited Actuals	Vote	Terri Novacek
XII. Action Item(s) for Dimensions Collaborative School		
A. Consideration of FY25-26 Unaudited Actuals	Vote	Terri Novacek
B. Consideration of the Revised DCS Health Course Description	Vote	Terri Novacek
C. Consideration of Revised Personal Finance Course Description	Vote	Terri Novacek
XIII. Future Agenda Items		
Items for next Agenda (Future Agenda items are not considered on the agenda and Board Members will not be able to discuss per the Brown Act)		
XIV. Next Meeting		

Purpose Presenter

October 23, 2026
Administrative Offices
1441 Montiel Road #145
Escondido, CA 92026
11:30 AM Closed Meeting
12:00 PM Public Meeting

XV. Closing Items

A. Adjourn Meeting

Brown Act Compliance

This agenda was posted in accordance with the requirements of the Ralph M. Brown Act and California Government Code Section 54954.2.

Disability Access

In compliance with the Americans with Disabilities Act of 1990, if you need special assistance to participate in this meeting, please contact Element Education, Inc. at least 48 hours before the meeting so that reasonable arrangements can be made to ensure accessibility. Contact Susan Michaels at 760-703-9997 or smichaels@myelement.org if you should need any special accommodations.

Agenda Materials

Copies of the agenda and supporting materials are available for public review at the Administrative Office located at 1441 Montiel Road, Suite 143, Escondido, CA 92026, and may also be available on the organization’s website. Contact Susan Michaels at smichaels@myelement.org.

Coversheet

School Presentation-Community Montessori

Section:	II. Recognitions and Presentations
Item:	B. School Presentation-Community Montessori
Purpose:	FYI
Submitted by:	
Related Material:	CM September Board Meeting.pdf



September 2026

Current Projects	• Parent Workshops – series of online workshops based on topics parents have expressed interest in. First one is on 9/25 all about Montessori Philosophy • AMIRA – Reading Difficulties Screener. This was administered by staff to all 1st and 2nd graders • All staff have formulated their own Self Determined Learning Goal that they have shared with their students • LCAP – attended a workshop at SDCOE, LCAP team has been assembled and work begun on checking progress on current LCAP and planning for next year. This will be the start of a new 3 year cycle. • CM Program Manager is working on curating resources for staff to share with parents on Financial Literacy activities
Learning Center	Events
Carlsbad	10/1: Camp Store Event 10/1: Half Day Conferences 10/9: Informational Tour 10/15: Great Shake Out 10/20: Picture Day 10/20-22: Dixon Lake-Middle School 10/29: Fire Drill
Mary Lane	10/9: Onsite Tour for Interested Families – 8:30am 10/15: The Great Shake Out (Earthquake Drill) - 10:15am 11/15: Fall Family Paly Date @ Kit Carson Park – 3:00-4:30pm 10/26: Picture Day 10/27: Fire Drill 10/30: CM Mary Lane Annual Dia de Los Muertos Event - 10:00am-11:30am
Oak Hill	10/1: 11:30 dismissal for conferences 10/8: LE field trip – Fleet Science Museum 10/9: Informational Tour 10/12: Hearing/Vision 10/15: Great ShakeOut EQ Drill 10/22: Picture Day 10/27: Fire Drill 10/27-10/29: MS campout Dixon Lake 10/29: Upper El Waxless Museum 10/29: Lower El Book Character Day
Poway	10/1 Half Day for Conferences 10/8 Vision and Hearing Screening 10/15 Great Shakeout Drill 10/21 Picture Day 10/29 Fire Drill

Santee	10/1 Early dismissal at 11:45 am for student conferences 10/15 Great Shakeout 10/21 Vision & Hearing Screenings 10/28 Fire Drill 10/29 Picture Day
Announcements	

Coversheet

School Presentation-Dimensions Collaborative School

Section:	II. Recognitions and Presentations
Item:	C. School Presentation-Dimensions Collaborative School
Purpose:	FYI
Submitted by:	
Related Material:	DCS September Board Meeting.pdf



September 2026

DCS Month At-A-Glance

Week of 8/31 –

- Learning Center (Campus/Computer/Virtual) Classes Began
- Preparing for Charter Renewal Public Hearing #1

Week of 9/7 –

- 9/7 - Labor Day Holiday/All Staff
- 9/9 – Presentation to SDCOE Board of Directors/DCS Charter Renewal. Gratitude to the Staff Members (**Mat W., Rob V., and Katie T.**, Parents (**Aubrey R., Erica D., and Heather S.**), and Student (**Ashley H.**) that spoke on Behalf of DCS; thank you to **Board Member Adam Hopps** for being in attendance for your support.
- 9/11 – SDCOE Capacity Interview/Discussion on Renewal with SDCOE Staff

Week of 9/14 –

- 9/18 – All Element Staff Meeting. During time with DCS Team discussed Math Data and utilizing tools with our home educator parents to address academic gaps to guide learning. EFs also had time together to do “Buddy Checks,” reviewing student samples and assignment work records. This was a valuable opportunity in person to also share ideas from the field to address the needs of students and parents.

Week of 9/21 –

- Preparing for Charter Renewal Public Hearing #2
- Developing Strategic Plan (Outline) to Address Charter Renewal Items

Additional Highlights:

Welcome New Staff:

- **Welcome to DCS Ashley R. to Midway as Student Services ES (Midway). We are so grateful to have your support!**

Current Enrollment: (Enrollment on Hold Temporary/Waitlist)

August Count

- 553 Final Count

September Count

- 540/12 Pending Signatures

**Upcoming
Calendar
Dates**

September 2026

Mon 9/21, 10:00 am - 12:00 pm • Dragon Wagon: Explore, Create & Play! - Mission Valley

Wed 9/23, 10:00 am - 12:00 pm • Dragon Wagon: Garden Science - Sep 23 - National City (grades TK-6)

Fri 9/25, 10:00 am - 12:00 pm • Mingei Intentional Museum Field Trip

Mon 9/28, 10:00 am - 12:00 pm • Dragon Wagon: Explore, Create & Play! - Rancho Bernardo

Tues 9/29 – Fire Drill

Wed 9/30, 10:00 am - 12:00 pm • Dragon Wagon: Dragon Wagon: Garden Science - National City (grades TK-6)

October 2026

Fri 10/2 • Last Day of Learning Period 2

Mon 10/05, 10:00 am - 12:00 pm • Dragon Wagon: Explore, Create & Play!

Wed 10/07, 10:00 am - 12:00 pm • Dragon Wagon: Dragon Wagon: Garden Science - National City (grades TK-6)

Mon 10/12, 10:00 am - 12:00 pm • Dragon Wagon: Explore, Create & Play!

Wed 10/14, 10:00 am - 12:00 pm • Dragon Wagon: Dragon Wagon: Garden Science - National City (grades TK-6)

Thu 10/15 • Earthquake Drill: Great Shake Out

Mon 10/19 • Fire Drill: Elementary Only

Mon 10/19, 10:00 am - 12:00 pm • Dragon Wagon: Explore, Create & Play!

Wed 10/21, 10:00 am - 12:00 pm • Dragon Wagon: Explore, Create & Play!

Fri 10/23 • High School Drop/Add

Mon 10/26, 10:00 am - 12:00 pm • Dragon Wagon: Explore, Create & Play!

Wed 10/28, 10:00 am - 12:00 pm • Dragon Wagon: Explore, Create & Play!

Fri 10/30 • Last Day of Learning Period 3

Fri 10/30 • Fall Order and Vendor Deadline

11/10 - Picture Day - Save the Date

<u>Midway (TK-5)</u> <u>Learning</u> <u>Center</u>	8/31 – Classes Begin Staff, students, and families love our new location! Our large outdoor space and welcoming courtyard are a big hit with the students. The beautiful butterflies who visit our courtyard trees each day are a bonus! Structured Literacy Classes for TK-5 Students – Students are being assessed to identify their individual strengths and areas of need. Assessment results will be used to create skill-based instructional groups for targeted structured literacy instruction. Farm School is off to a great start! The heat kept them indoors for the first few weeks, but our students have already started our worm bins, germinating seeds for our garden, deciding on how to restore the existing garden boxes and working on a chicken coop design. B.Neumann
<u>Montiel (6-12)</u> <u>Learning</u> <u>Center</u>	8/31 – Classes Begin Learning Hubs – Students are bringing in their learning plans and curriculum and receiving support from the EF's onsite on Tuesdays and Wednesdays for each of their courses. This has been a great addition to our learning center this year. Students are enjoying their individual classes that are aligned with their learning plans (i.e.: hands-on science, art & woodworking, global foods, fitness, chemistry, etc.) The Technology Exploration class is continuing to explore 3D printing with TinkerCAD, 3D pens, game design, and Garage Band. In addition, students are also participating in mini lessons regarding AI literacy. B.Neumann
<u>Mission Valley</u> <u>(TK-12)</u> <u>Learning</u> <u>Center</u>	8/31 – Classes Begin Families were welcomed back to our offerings that started on August 31st. Our elementary offerings at the center have been very popular, so much so that we have opened a 4th section of elementary offerings on Tuesday mornings. Structured literacy has started! Elementary staff are meeting weekly to discuss how things are going and what improvements we need to make. Students are benefiting from the introduction and use of UFLI curriculum Visual and Performing Arts classes are very well attended. We have a rich schedule of offerings for all learners. Many of these classes have waitlists. Technology Exploration - Elementary students were introduced to and used VR headsets. They were engaged with a math-based escape room. Secondary students have been engaged with our VEX robotics platform.

	The elementary team has full classrooms (24+ students) and a full roster of 26+ students. To grow, we will need more staff support. A.Young
<u>Virtual Learning Center</u>	8/31 – Classes Begin Our virtual programs have been a pillar of consistency. They are regularly well attended at the elementary level, and our secondary offerings have increased in popularity. Offerings Monday through Thursday with our virtual team that absolutely love what they do. EFs are using iReady scores for data driven instruction. Parent workshop on Institute for Excellence in Writing happened on Monday 9/21. Opened a second section of Writers Workshop for Grades 3-5. Students are enrolled in classes based on ability, not grade level. Grade levels are suggested. A.Young
<u>Community Engagement</u>	Dragon Wagon Events (Ongoing) – Weekly Monday and Wednesday outings, in various areas of the county, supporting the <i>Play Pillar</i>, providing students with opportunities to play, explore, build social skills, and enjoy outdoor experiences at parks in Bonita, Nestor, San Marcos, Escondido, and Mission Valley. Family Literacy Dragon Wagon provided structured literacy support for parents and families, courtesy of Ms. Cerrah, helping strengthen literacy engagement and learning at home. More opportunities like this will continue to be provided. Mingei International Museum Field Trip (September 25) – Upcoming educational experience focused on art, culture, and creativity through interactive exhibits and exploration. E.Hillard
<u>High School Program Update</u>	Several high school students attended this on Sept. 16th: Virtual Career Connection - NASA's CTE Day at Marshall Space Flight Center. Sept. 22nd Class of '27 Workshop - Inside the FAFSA and the CSS Profile Oct. 3rd Discovery Day at Scripps Research Oct. 5th PSAT/NMSQT testing @ Mission Valley Center Nov. 12th 4th Annual San Diego Trades Day @ Palomar College

	G.Hawkins
<u>Parent Education</u>	Wednesday Webinars for Parents (Working on Calendar of Events) DCS Parent Survey to Release October 2026 • Parent Confidence/Competency in Being a Home Educator • Supporting our One DCS School Goal Parenting the Self-Determined Learner (All Element) How can we help children become curious, confident, courageous, collaborative, and goal-directed learners? Join us for Parenting the Self-Determined Learner, a five-part interactive virtual series for Element families and staff, led by Lois Ingber, Behavioral Counselor. Together, we'll explore ways to develop these qualities and more in the children we support. ➡ Five Tuesdays 6:30 to 8:00 p.m. 📅 September 29 and October 6, 13, 20, & 27 🔗 RSVP today using the registration link below! Parenting the Self-Determined Learner – Fill out form Lois I. (Element) *See Below SSS Additional Trainings to Come
<u>Student Support Services</u>	Implementation Plan for Structured Literacy Across C UFLI Elementary Implementation team will be meeting weekly. Supporting Homeless/Unaccompanied Youth/English Learners/SST Process *Supporting Parent Education Webinars • 9/16 - Structured Literacy – Introductory • More SL Workshops Dates TBD C.Vondersaar
<u>Ed Tech</u>	Supporting Ed Tech Assistants Ed Tech Manager Presented at the All Element Staff Meeting T.Lake

<u>Resources</u>	The Resource Management team has supported the start of the school year by providing curriculum materials, instructional resources, and student technology devices. This is our busiest time of the year as school finalizes enrollment, staffing, and preparations of the start of the school year. Curriculum Materials Prioritized orders by submission date to help ensure timely processing and delivery. Received more than 480 purchase orders during the month of August, including Educational Material Resources (EMR), Digital Resources (CIS), and Community College (CC) orders. Amazon PunchOut, our most frequently purchasing option, provides faster order fulfillment and distribution. Items can be shipped directly to student/family homes. Maintained communication with vendors to address supply chain challenges and improve delivery timeliness. Kept school leaders informed with regular ordering updates and support positive outcomes. Learning Center ASOs are assisting with parents and staff material pickups and returns during this busy time. Student Devices Organized device processing by dividing support responsibilities between the North and South regions, allowing Tech Lab Assistants to efficiently manage requests within their assigned areas. Tech Assist and Tech Manager worked together to ensure that technology needs are met for students and school sites, including troubleshooting and resolving technical issues. E.Chaidez

Coversheet

Approval of the August 28, 2026, Special Board Meeting Minutes.

Section: IV. Approval of Consent Items
Item: A. Approval of the August 28, 2026, Special Board Meeting Minutes.
Purpose: Vote
Submitted by: Terri Novacek
Related Material: 2026_08_28_board_meeting_minutes.pdf

BACKGROUND:

In accordance with the Brown Act, minutes are recorded at every Board meeting. The minutes are typed and presented to the Board at the following meeting for review and approval.

The meeting minutes for the August 28, 2026, Special Board Meeting are provided here for Board review.

RECOMMENDATION:

Approve the August 28, 2026, Special Board Meeting Minutes.

DRAFT



Element Education

Minutes

Governing Board Special Meeting

Date and Time

Friday August 28, 2026 at 11:45 AM

Location

1441 Montiel Road

#145

Escondido, CA

Directors Present

A. Hopps, B. Rohrer, C. Nunley (remote), S. Subramanya, T. Breckenridge

Directors Absent

L. Cavazos

Guests Present

S. Michaels, T. Novacek

I. Opening Items

A. Call the Meeting to Order

C. Nunley called a meeting of the board of directors of Element Education to order on Friday Aug 28, 2026 at 11:48 AM.

B. Record Attendance

C.

Public Comment on Closed Session Item

There were no public comments on Closed Session item.

II. Closed Session

A. Conference with Legal Counsel – Existing Litigation

The board recessed to Closed Session at 11:50 a.m.

III. Reconvene to Open Session

A. Board returned from Closed Session.

IV. Report Out of Closed Session

A. Board Report

B. Rohrer made a motion to ratify the settlement for OAH Case No. 2026040657.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

B. Rohrer	Aye
A. Hopps	Aye
C. Nunley	Aye
S. Subramanya	Aye
T. Breckenridge	Aye
L. Cavazos	Absent

V. Next Meeting

A. Next Meeting

August 28, 2026

Noon

1441 Montiel Road #145

Escondido, CA 92026

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:00 PM.

Respectfully Submitted,
C. Nunley

Coversheet

Approval of the August 28, 2026, Regular Board Meeting Minutes

Section: IV. Approval of Consent Items
Item: B. Approval of the August 28, 2026, Regular Board Meeting Minutes
Purpose: Vote
Submitted by: Terri Novacek
Related Material: 2026_08_28_board_meeting_minutes.pdf

BACKGROUND:

In accordance with the Brown Act, minutes are recorded at every Board meeting. The minutes are typed and presented to the Board at the following meeting for review and approval.

The meeting minutes for the August 28, 2026, Board Meeting are provided here for Board review.

RECOMMENDATION:

Approve the August 28, 2026, Board Meeting Minutes.

DRAFT



Element Education

Minutes

Governing Board Meeting

Date and Time

Friday August 28, 2026 at 12:00 PM

Location

Element Education
Administrative Offices
1441 Montiel Road #145
Escondido, CA 92026

Directors Present

A. Hopps, B. Rohrer, C. Nunley (remote), L. Cavazos (remote), S. Subramanya, T. Breckenridge

Directors Absent

None

Guests Present

S. Michaels, T. Novacek

I. Opening Items

A. Call the Meeting to Order

C. Nunley called a meeting of the board of directors of Element Education to order on Friday Aug 28, 2026 at 12:04 PM.

B. Record Attendance

C. Pledge of Allegiance

Board Member Subramanya led the Pledge of Allegiance.

D. Approve Agenda

B. Rohrer made a motion to approve the agenda.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

T. Breckenridge Aye

S. Subramanya Aye

B. Rohrer Aye

L. Cavazos Aye

A. Hopps Aye

C. Nunley Aye

II. Recognitions and Presentations

A. Recognitions

Ms. Sestina recognized **Ellie Sangster, Administrative Specialist – Student Records**, for her work on several recent projects.

Ms. Campbell recognized Tanya Lake, Education Technology Manager for her dedication and recent work on several summer projects.

On behalf of Element Education, Ms. Novacek recognized Board Member Rohrer for 20 years of service.

B. School Presentation-Community Montessori

Mr. Otte presented updates and activities within CM.

C. School Presentation-Dimensions Collaborative School

Ms. Campell presented updates and activities within CM.

D. Student Recognition

Ms. Campbell recognized **Angelina and Belinda Gomez** for earning the title of **2026 USJF Kata Summer National Champions** and bringing home the gold medal in the Under-18 Kata Division.

III. Communications- Agenda and Non-Agneda Items

A. Public

There were no public comments.

B.

Members of the Board

There were no comments from the Board.

IV. Approval of Consent Items

A. Approval of the Regular Board Meeting Minutes on July 24, 2026

B. Rohrer made a motion to approve the minutes from Governing Board Meeting on 07-24-26.

S. Subramanya seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Cavazos	Aye
B. Rohrer	Aye
S. Subramanya	Aye
T. Breckenridge	Aye
C. Nunley	Aye
A. Hopps	Aye

B. Approval of the Special Board Meetings Minutes on August 6, 2026

B. Rohrer made a motion to approve the minutes from Special Governing Board Meeting on 08-06-26.

S. Subramanya seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Hopps	Aye
C. Nunley	Aye
B. Rohrer	Aye
S. Subramanya	Aye
T. Breckenridge	Aye
L. Cavazos	Aye

C. Approval of Check Run for July 2026.

B. Rohrer made a motion to approve Check Run for July 2026.

S. Subramanya seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Subramanya	Aye
B. Rohrer	Aye
L. Cavazos	Aye
C. Nunley	Aye
T. Breckenridge	Aye
A. Hopps	Aye

V. Information Item-Chief Business Officer Report

A. Financial Position of Schools

Mr. Miller presented current financial information for Community Montessori and Dimensions Collaborative School.

B. Technology Report

Mr. Miller reported on recent technology projects and updates.

VI. Information Item-Director of Human Resources Report

A. Employment Activity

Ms. Sihota reviewed her written report on recent hires and current openings.

B. Professional Learning Activity (external)

Ms. Sihota reviewed her written report on employees who engaged in formal professional learning since the last board meeting.

VII. Information Item-Chief Operations Officer Report

A. Facilities Update

Mr. Yung reported on the status of recent facility improvements.

B. Resource Management

Mr. Yung shared a report on resource management projects and improvements.

VIII. Executive Director Report

A. Authorizer Relations

Ms. Novacek shared that staff is preparing for the upcoming charter renewal public hearings. She also reported that the material revision for Dimensions Collaborative School was withdrawn.

B. Professional Learning – Annual Kick-off

Ms. Novacek shared that the All-Staff Kickoff went well and staff feedback will be used for future planning.

IX. Action Item(s) for Element Education

A. Approval of Revised Ramp Card Authorized Position Titles and Limits

S. Subramanya made a motion to approve the Revised Ramp Card Authorized Position Titles and Limits.

A. Hopps seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

T. Breckenridge	Aye
S. Subramanya	Aye
B. Rohrer	Aye
C. Nunley	Aye
A. Hopps	Aye
L. Cavazos	No

B. Approval of Amended Conflict of Interest Code and Adoption of Resolution

A. Hopps made a motion to approve the Amended Conflict of Interest Code and Adoption of Resolution.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Cavazos	Aye
C. Nunley	Aye
B. Rohrer	Aye
S. Subramanya	Aye
T. Breckenridge	Aye
A. Hopps	Aye

C. Approval of Revised Fiscal Operations Policy

S. Subramanya made a motion to approve the Revised Fiscal Operations Policy.

B. Rohrer seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Cavazos	Aye
T. Breckenridge	Aye
C. Nunley	Aye
S. Subramanya	Aye
B. Rohrer	Aye
A. Hopps	Aye

X. Action Items for Community Montessori

A. Approval of iReady Renewal Quote.

T. Breckenridge made a motion to approve the iReady Renewal Quote.

L. Cavazos seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Subramanya Aye
C. Nunley Aye
T. Breckenridge Aye
L. Cavazos Aye
A. Hopps Aye
B. Rohrer Aye

XI. Action Item(s) for Dimensions Collaborative School

A. Approval of iReady Renewal Quote

A. Hopps made a motion to approve the iReady Renewal Quote.
T. Breckenridge seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Nunley Aye
L. Cavazos Aye
A. Hopps Aye
B. Rohrer Aye
S. Subramanya Aye
T. Breckenridge Aye

B. Approval of iXL Renewal Quote.

B. Rohrer made a motion to approve the iXL Renewal Quote.
A. Hopps seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Nunley Aye
A. Hopps Aye
B. Rohrer Aye
L. Cavazos Aye
S. Subramanya Aye
T. Breckenridge Aye

XII. Future Agenda Items

A. Items

AI Policy
Unaudited Actuals

XIII. Closing Items

A.

Adjourn Meeting

T. Breckenridge made a motion to adjourn the meeting.

A. Hopps seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

B. Rohrer	Aye
C. Nunley	Aye
L. Cavazos	Aye
S. Subramanya	Aye
T. Breckenridge	Aye
A. Hopps	Aye

Coversheet

Approval of Check Run for July 2026.

Section: IV. Approval of Consent Items
Item: C. Approval of Check Run for July 2026.
Purpose: Vote
Submitted by: Terri Novacek
Related Material: Check Run August 2026.pdf

BACKGROUND:

The Chief Business Officer provides a report on the status of the organization's finances monthly.

Enclosed is the August 2026 check run for Board review.

RECOMMENDATION:

Approve the August 2026 check run.

ESP-CA
EdTec Network : Element Education, Inc.
AP Bill Payments
August 1, 2026 - August 31, 2026
A listing of bill payments

Date	Check Number	Company Name	Memo	Paid
8/6/2026	112518	Aelott Air Conditioning	203092378	\$298.00
8/6/2026	112519	All About Learning Press, Inc.	950945	\$1,880.68
8/6/2026	112520	Amazon Capital Services	A1EJCAJXOWH87N	\$2,749.69
8/6/2026	112521	American Crown Property Services	9954	\$654.35
8/6/2026	112522	Ascension Lutheran Church	July Utilities 2026	\$700.00
8/6/2026	112523	BookShark LLC	BI0075226	\$445.76
8/6/2026	112524	Bridge The Gap Sped, LLC	540	\$122.85
8/6/2026	112525	Corodata Records Management, Inc.	016540	\$236.91
8/6/2026	112526	EdTec Inc.	CINV-00017715	\$879.75
8/6/2026	112527	Escondido Disposal Inc.	07/31/26 - 53-ED 177875	\$323.39
8/6/2026	112528	FordPro	INV48565238	\$60.00
8/6/2026	112529	GoTo Communications Inc.	IN7105574221	\$928.41
8/6/2026	112530	Home Science Tools	000780221	\$1,136.56
8/6/2026	112531	Hopps, Adam	June 2026	\$120.00
8/6/2026	112532	Lenovo (United States) Inc.	N300920848	\$18,915.36
8/6/2026	112533	Menchaca, Jesse D	26-0804	\$2,550.00
8/6/2026	112534	Oak Meadow Inc.	88542	\$926.40
8/6/2026	112535	Office Depot, Inc.	473903958001	\$76.94
8/6/2026	112536	Pacifica Innovative Contracting Services dba Molinar Construction	26-011-002	\$162,890.39
8/6/2026	112537	Rainbow Resource Center	5933205	\$1,399.87
8/6/2026	112538	Rohrer, Barbara	April 2026	\$240.00
8/6/2026	112539	Schools First Plan Admin LLC	08/05/2026 403B	\$16,161.94
8/6/2026	112540	Specialized Therapy Services	ELMT02- 0626	\$26.25
8/6/2026	112541	Stubbs, Danielle	7/23 & 25/26 - Mileage	\$70.68
8/6/2026	112542	Subramanya, Suhas	July 2026	\$120.00
8/6/2026	112543	Terry Breckenridge	July 2026	\$120.00
8/6/2026	112544	Waste Management of El Cajon - San Diego	Account 131-0192896-1584-1	\$329.10
8/6/2026	112545	Young, Minney & Corr, LLP	24083	\$3,589.50
8/14/2026	112546	Arellano, Hannah	Final Check	\$129.39
8/14/2026	112547	House, Teri	Final Check	\$65.32
8/14/2026	112548	Aelott Air Conditioning	203093905	\$615.54
8/14/2026	112549	All About Learning Press, Inc.	951038	\$83.17
8/14/2026	112550	Amazon Capital Services	A1EJCAJXOWH87N	\$4,333.35
8/14/2026	112551	Apple Inc.	Customer# 515625	\$8,922.06
8/14/2026	112552	ASIFF, Inc.	INV-002381	\$285.00
8/14/2026	112553	AT&T - 9391084658	000025635936	\$32.14
8/14/2026	112554	Beyond Vision Center Optometry	07/31/26	\$180.00
8/14/2026	112555	BrainPOP LLC	US641470	\$4,476.59
8/14/2026	112556	Busy Bees Locks & Keys Inc.	91203624	\$81.56
8/14/2026	112557	Cavazos, Leila (P)	July 2026	\$120.00
8/14/2026	112558	Hofman Planning & Engineering	2357	\$1,590.00
8/14/2026	112559	Isolved Benefit Services	I155814822	\$95.10
8/14/2026	112560	JJJ Enterprises	DEHES	\$173.48
8/14/2026	112561	Knight Security & Fire Systems	247776	\$352.00
8/14/2026	112562	Lloyd Pest Control	9347596	\$110.00
8/14/2026	112563	Michaels, Susan	07/28/26	\$161.52
8/14/2026	112564	Office Depot, Inc.	476222937001	\$1,760.14
8/14/2026	112565	Pacifica Innovative Contracting Services dba Molinar Construction	26-012-002	\$29,355.00
8/14/2026	112566	Pelullo-Willis, Mariaemma	08/13/2026	\$2,000.00
8/14/2026	112567	Rainbow Resource Center	5941132	\$261.10
8/14/2026	112568	San Diego Gas & Electric - D.O. (143)	0018-9130-2276-8	\$2,037.86
8/14/2026	112569	San Diego Gas & Electric - Mary Lane	0024-0907-3947-1	\$1,047.03
8/14/2026	112570	San Diego Gas & Electric - MV (103B)	2100-0085-7674-8	\$214.60
8/14/2026	112571	San Diego Gas & Electric - MV (PI 101)	2100-0085-9450-1	\$118.18
8/14/2026	112572	San Diego Gas & Electric - Oak Hill	0068-6309-2224-6	\$1,962.03
8/14/2026	112573	San Diego Gas & Electric - Suite 145	0003-6390-8776-6	\$927.84
8/14/2026	112574	San Diego Gas & Electric- MV (PI 103C)	0030-4805-3026-3	\$141.12
8/14/2026	112575	San Diego Gas & Electric- MV (PI B)	0031-8696-4020-2	\$296.96
8/14/2026	112576	San Joaquin County Office of Education	260668	\$1,850.00
8/14/2026	112577	Scenario Learning LLC	INV149093	\$4,748.00
8/14/2026	112578	Singapore Math Inc.	S455603	\$154.41
8/14/2026	112579	Specialized Therapy Services	ELMT01- 0626	\$647.85
8/14/2026	112580	West Coast Design & Consulting, Inc.	1315 - 8/12/26	\$5,289.15
8/21/2026	112581	Aelott Air Conditioning	203408361	\$317.98
8/21/2026	112582	Art of Problem Solving	INV26144794	\$849.06
8/21/2026	112583	Busy Bees Locks & Keys Inc.	91204147	\$812.81
8/21/2026	112584	Cavazos, Leila (P)	June 2026	\$120.00
8/21/2026	112585	City of Escondido - Alarm Registration	INV-26-6228468	\$50.00
8/21/2026	112586	City of Escondido - Utility Billing	06/18/26-07/21/26 - Oak Hill	\$437.42
8/21/2026	112587	City of Poway	34205500-01	\$1,376.03
8/21/2026	112588	County Building Services, Inc.	67352	\$2,185.00
8/21/2026	112589	County of San Diego - Department of Environmental Health and Qualit	DEH2024-FFPP-018655 - 9/30/26-9/30/27	\$360.00
8/21/2026	112590	Cox Communications - Midway	001 3410 074203702	\$661.70
8/21/2026	112591	Cox Communications San Diego - Ste 143	001 3410 110240101	\$403.20
8/21/2026	112592	CubeSmart- Escondido	5003064655	\$519.00
8/21/2026	112593	DriversEd.com	INVISI1320	\$39.95
8/21/2026	112594	EM Benefits	09/01/26-09/30/26	\$144.00
8/21/2026	112595	Higline Charter, Inc.	Deposit for bus for Camp Marston trip	\$6,044.50
8/21/2026	112596	Hopps, Adam	July 2026	\$120.00

ESP-CA
EdTec Network : Element Education, Inc.
AP Bill Payments
August 1, 2026 - August 31, 2026
A listing of bill payments

Date	Check Number	Company Name	Memo	Paid
8/21/2026	112597	Kaiser Foundation Health Plan	8791120686	\$86,685.13
8/21/2026	112598	MetLife - Group Benefits	KM05985459 0001	\$9,108.49
8/21/2026	112599	Nunley, Chris	July 2026	\$120.00
8/21/2026	112600	Office Depot, Inc.	475953277001	\$6,052.00
8/21/2026	112601	Padre Dam M.W.D	Acct. 053494-23307550	\$1,150.54
8/21/2026	112602	Procopio, Cory, Hargreaves & Savitch LLP	982376	\$5,494.50
8/21/2026	112603	Reliance Standard Life Insurance Company - Vision	08/01/26-08/31/26	\$898.15
8/21/2026	112604	San Diego County Office of Education	099-054465	\$1,257.87
8/21/2026	112605	San Diego Gas & Electric - Santee	3565 358 888 1	\$1,088.18
8/21/2026	112606	Shred-it	8015147532	\$142.37
8/21/2026	112607	Singapore Math Inc.	S455215	\$586.92
8/21/2026	112608	Smith, Wilborne F.	463080	\$503.36
8/21/2026	112609	Stephens Educational Services, LLC	444291-0826	\$545.45
8/21/2026	112610	Teaching Textbooks Inc.	72625	\$79.95
8/21/2026	112611	Team Viewer GmbH	R04902278	\$1,960.00
8/21/2026	112612	Terry Breckenridge	8/17/26 - Course Reimbursement	\$69.00
8/21/2026	112613	Xerox Corporation - D.O.	42574983	\$1,928.44
8/21/2026	112614	Valles, Nathalia	Final Check	\$2.68
8/28/2026	112615	3P Learning Inc.	INV-US-28589	\$1,974.00
8/28/2026	112616	All About Learning Press, Inc.	951037	\$83.17
8/28/2026	112617	Amazon Capital Services	A1EJCAJXOWH87N	\$23,823.94
8/28/2026	112618	Anything Goes Promotions	1823	\$3,081.65
8/28/2026	112619	Art of Problem Solving	INV26146073	\$799.92
8/28/2026	112620	Ascension Lutheran Church	September 2026	\$7,425.00
8/28/2026	112621	BBD Properties, LLC	September 2026	\$37,755.63
8/28/2026	112622	Beyond Vision Center Optometry	08/07/26	\$180.00
8/28/2026	112623	BG Consolidated	September 2026 - #143	\$21,070.78
8/28/2026	112624	Boeder, John	8/24/26 Live Scan Reimburse	\$76.22
8/28/2026	112625	BookShark LLC	BI0078919	\$436.69
8/28/2026	112626	Boyd, Melissa	August 2026 - Grossmont	\$180.00
8/28/2026	112627	Brave Writer LLC	514010555	\$146.00
8/28/2026	112628	California Charter Schools Association	A-10570	\$31,680.00
8/28/2026	112629	California Future Business Leaders of America	Chapter ID 3621876	\$500.00
8/28/2026	112630	Caster Family Enterprises, Inc.	September 2026	\$9,526.46
8/28/2026	112631	Caster Family Trust	September 2026	\$14,988.12
8/28/2026	112632	City of Carlsbad- Utility	05012465-00	\$363.49
8/28/2026	112633	Curiosity Chronicles	96779	\$312.00
8/28/2026	112634	EDCO Waste & Recycling Service	08/31/26 - 25-5A 043413	\$296.28
8/28/2026	112635	Escondido Disposal Inc.	08/31/26 - 53-ED 184837	\$345.17
8/28/2026	112636	First Student	FA26-00006023	\$3,250.50
8/28/2026	112637	Gradisnean, Inc.	September 2026	\$15,181.05
8/28/2026	112638	Hickman, Mary Jean	08/19 & 20/2026	\$94.24
8/28/2026	112639	Home Depot Credit Services	7/13/26-08/12/26	\$3,221.58
8/28/2026	112640	Home Science Tools	000789365	\$1,185.47
8/28/2026	112641	Knight Security & Fire Systems	249057	\$195.00
8/28/2026	112642	Marsh & McLennan Agency LLC	Element Education, Inc.	\$314.70
8/28/2026	112643	Moving Beyond the Page	328769	\$360.59
8/28/2026	112644	Oak Meadow Inc.	90528	\$125.82
8/28/2026	112645	Office Depot, Inc.	478916381001	\$383.15
8/28/2026	112646	Positive Discipline Association	63656	\$175.00
8/28/2026	112647	Rainbow Resource Center	6034549	\$2,803.11
8/28/2026	112648	Reliance Standard Life Insurance Company	09/01/26-09/30/26	\$3,141.11
8/28/2026	112649	Royal Fireworks Publishing Co.	138489	\$79.00
8/28/2026	112650	San Diego County Office of Education	099-054551	\$480.00
8/28/2026	112651	San Diego Gas & Electric- Carlsbad	8461 085 798 9	\$1,432.41
8/28/2026	112652	San Diego Gas & Electric- Poway	4768 764 856 5	\$565.63
8/28/2026	112653	Schools First Plan Admin LLC	08/20/2026 403B	\$24,081.20
8/28/2026	112654	Singapore Math Inc.	S455599	\$302.04
8/28/2026	112655	Stephens Educational Services, LLC	277048-0826	\$137.15
8/28/2026	112656	Tarut, Lauren	8/25/26	\$70.98
8/28/2026	112657	The Critical Thinking Co.	410893	\$55.49
8/28/2026	112658	Thinkwell Corporation	210158	\$1,213.00
				\$638,576.69

Coversheet

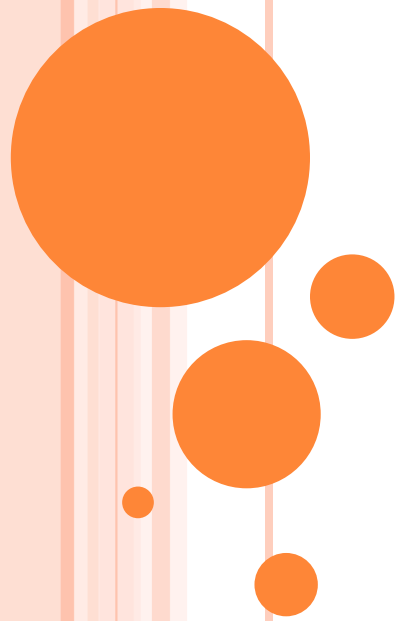
Financial Position of Schools

Section: V. Information Item-Chief Business Officer Report
Item: A. Financial Position of Schools
Purpose: FYI
Submitted by: Doug Miller
Related Material: CM Board Presentation 09-25-26 (August) - FINAL.pdf
DCS Board Presentation 09-25-26 (August) - FINAL.pdf

BACKGROUND:

The Chief Business Officer provides a report on the status of the organization's finances monthly. Enclosed are the following financial reports for Board review:

- Community Montessori August 2026
- Dimensions Collaborative School August 2026



September 25, 2026

COMMUNITY MONTESSORI

August 2026 Financials

CONTENTS

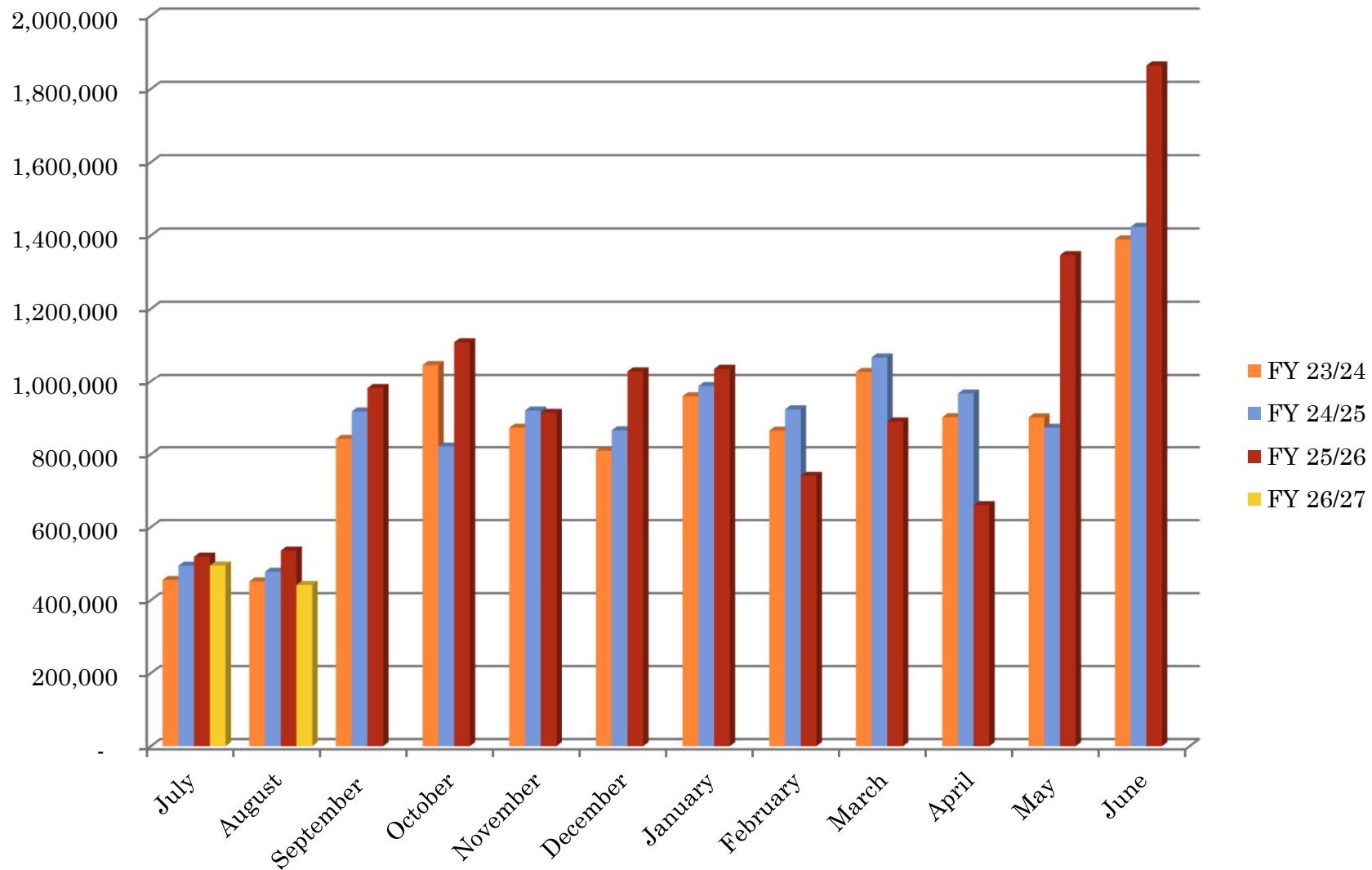
- FY 26-27 August Financials

FY 26-27 FINANCIALS

○ REVENUE

- Revenue was **\$47,473** less than forecasted
 - \$0 – General Block Grant
 - On budget
 - **\$47,949** – Other State Income
 - Special education revenue was lower than projected for the month
 - August allocation was not received until September
 - \$0 – Federal Income
 - On budget
 - \$206 – Local Income
 - On budget

CM REVENUE YEAR OVER YEAR

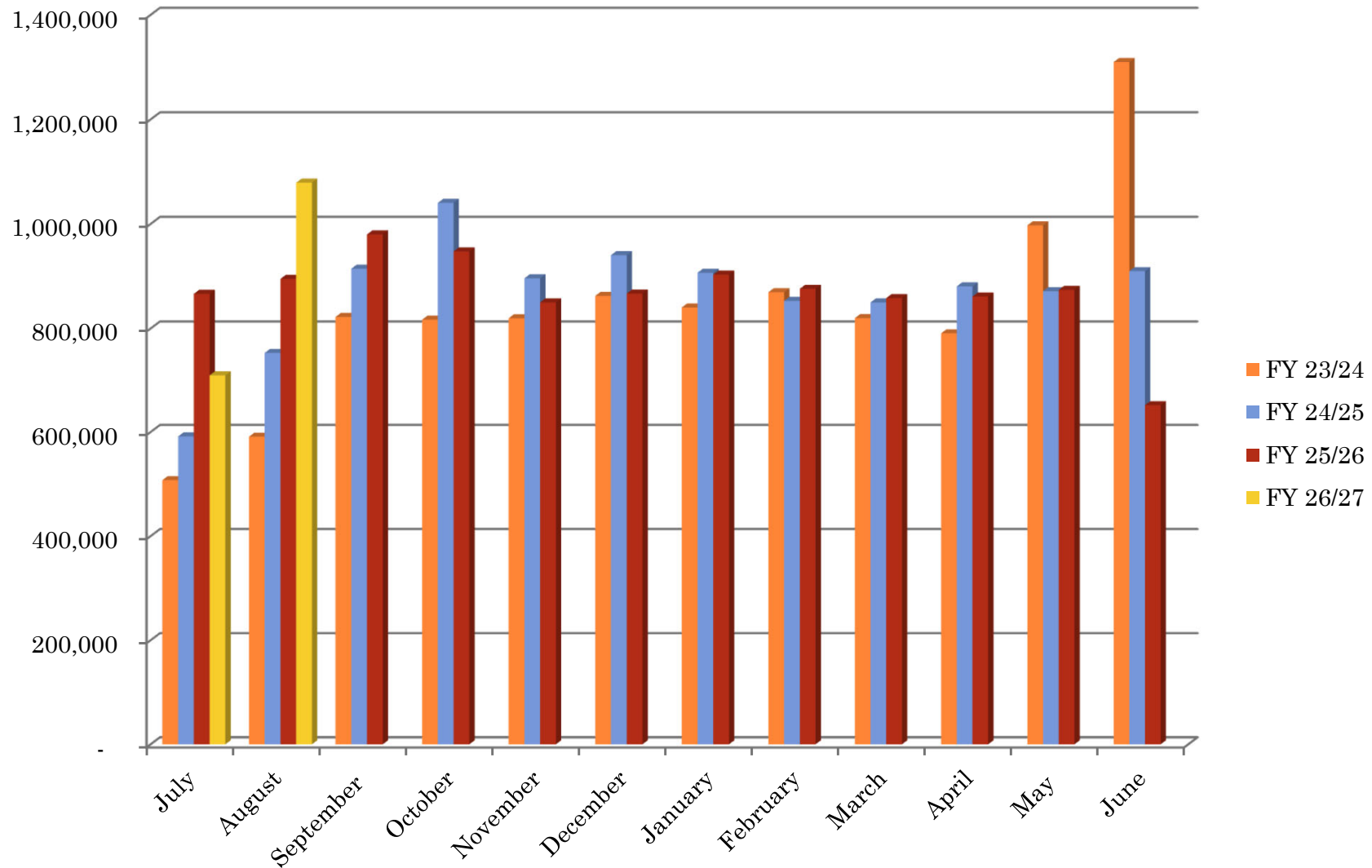


FY 26-27 FINANCIALS

○ EXPENSES

- Expenditures were **\$106,244** more than forecasted
 - \$5,508 – Certificated Employees
 - EF salaries and stipends were lower than projected for the month
 - \$4,308 – Classified Employees
 - Maintenance and grounds salaries were lower than projected for the month
 - Position eliminated
 - \$3,826 – Employee Benefits
 - CalSTRS lower than projected for the month
 - Lower than projected certificated salaries for August
 - \$2,167 – Books and Supplies
 - Administrative technology lower than projected for the month
 - Timing
 - \$2,761 – Services and Other Operating Expenses
 - Insurance costs were lower than projected for the month
 - A majority of our policies were paid upfront in July
 - **\$124,815** – Capital Expenditures
 - Oak Hill barn project. Timing of contractor payments.

CM EXPENDITURES YEAR OVER YEAR



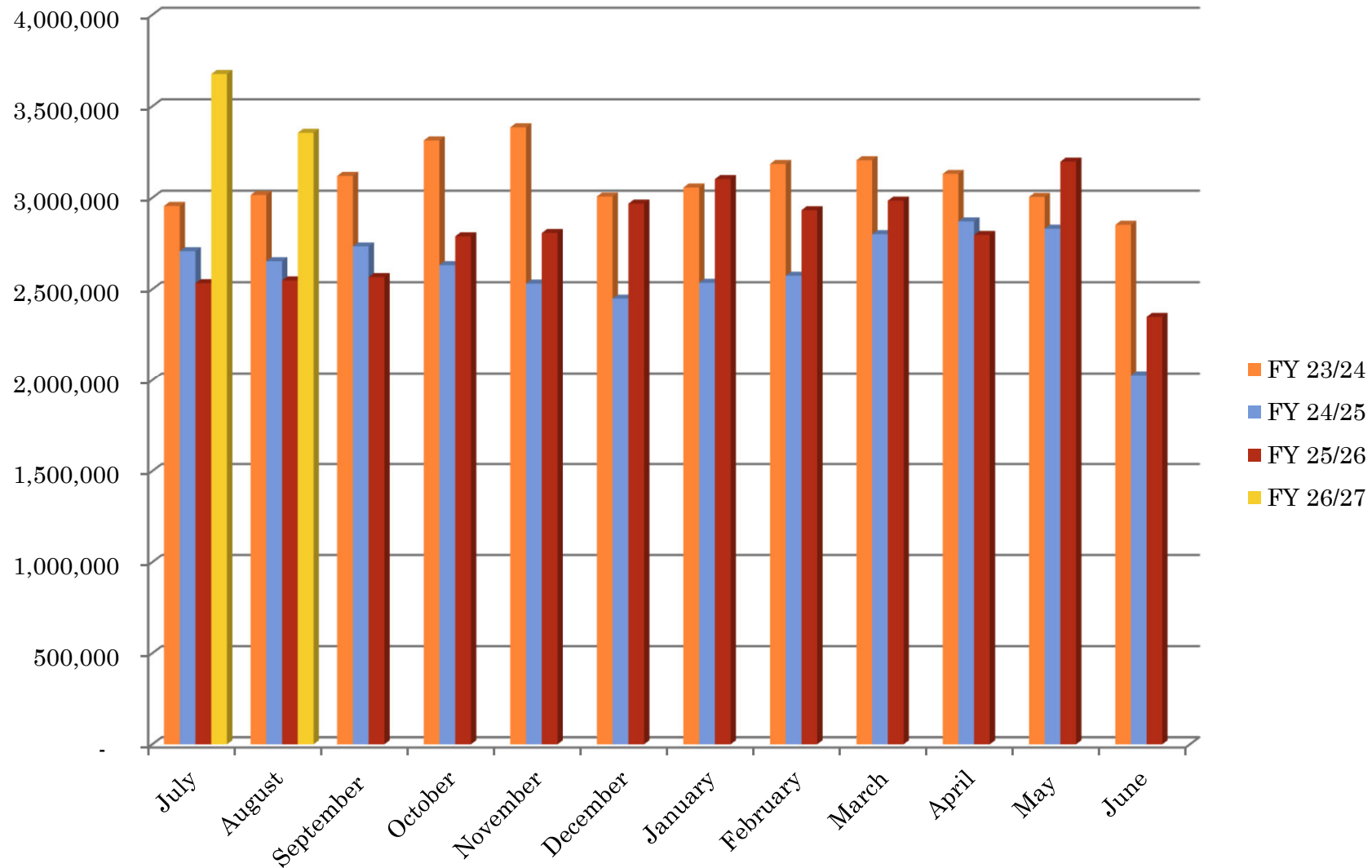
FISCAL YEAR FINANCIAL UPDATE

- **We are currently 17 percent through the fiscal year**
 - Certificated Salaries are at 11 percent of total budget
 - Classified Salaries are at 12 percent of total budget
 - Employee Benefits are at 16 percent of total budget
 - Books and Supplies are at 16 percent of total budget
 - Services and Other Operating Expenses are at 25 percent of total budget
 - Capital Expenditures are at 64 percent of budget
 - Total Expenses are at 16 percent of total budget

CASH FORECAST

- CM started off August 2026 with \$3,677,452 in cash
 - CM spent **\$321,897** more in cash than they received in the month of August
 - CM ended the month of August 2026 with \$3,355,555 in cash
 - \$1,531,111 of which is reserved for economic uncertainties
 - \$1,000,000 of which is reserved future building purchases, replacements and or modernizations
 - \$824,444 of which has no designations. This represents undesignated cash reserves of 8% *(9% or \$69,000 whichever is greater – minimum)*

CM CASH YEAR OVER YEAR



Community Montessori As of August 31, 2026	August Actuals	August Budget	Variance	YTD	Actuals	YTD	Budget	Budget
REVENUE								
General Block Grant	427,800	427,800	-		855,600		855,600	9,894,909
Other State Income	-	47,949	(47,949)		51,671		95,898	2,349,087
Federal Income	-	-	-		-		-	158,357
Local Revenue	14,139	13,933	206		29,766		28,641	276,000
Total Revenue	\$ 441,939	\$ 489,682	\$ (47,743)	\$ 937,037	\$ 980,139			\$ 12,678,353
EXPENSES								
Certificated Employees	385,318	390,826	5,508		412,166		412,369	3,919,764
Classified Employees	192,237	196,545	4,308		261,722		265,650	2,242,367
Employee Benefits	152,197	156,023	3,826		270,114		277,980	1,726,354
Books and Supplies	34,024	36,191	2,167		93,402		86,172	574,000
Services and Other Operating Expenses	152,311	155,072	2,761		541,049		523,354	2,149,565
Capital Outlay/Depreciation	162,890	38,075	(124,815)		210,103		150,000	330,000
Total Expenditure	\$ 1,078,976	\$ 972,732	\$ (106,244)	\$ 1,788,555	\$ 1,715,525			\$ 10,942,050
Total Other Financing Sources (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -			\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ (637,037)	\$ (483,050)	\$ (153,987)	\$ (851,518)	\$ (735,386)			\$ 1,736,303
Fund Balance, Beginning of Period	\$ 7,197,245	\$ 7,159,389		\$ 7,411,725	\$ 7,411,725			\$ 7,411,725
Fund Balance, End of year	\$ 6,560,208	\$ 6,676,339		\$ 6,560,208	\$ 6,676,339			\$ 9,148,028

Community Montessori As of August 31, 2026	August Actuals	August Budget	YTD Actuals	YTD Budget	Budget
REVENUE					
8012 - Education Protection Account	-	-	-	-	159,802
8011 - Charter School General Purpose Aid	427,800	427,800	855,600	855,600	8,293,398
8096 - In Lieu of Property Taxes	-	-	-	-	1,441,709
8592 - Charter Schools Categorical Block Grant	-	-	-	-	-
General Block Grant	\$ 427,800	\$ 427,800	\$ 855,600	\$ 855,600	\$ 9,894,909
8297 - Prior Year Revenue not Accrued	-	-	-	-	-
8310 - Implementation Grant	-	-	-	-	-
8311 - Other State Apportionments	-	47,949	51,671	95,898	1,036,360
8319 - Other State Apportionments - Prior Years	-	-	-	-	-
8520 - State School Lunch	-	-	-	-	149,022
8550 - Mandated Cost Reimbursement	-	-	-	-	16,416
8560 - State Lottery Revenue	-	-	-	-	217,600
8590 - All Other State Revenue	-	-	-	-	929,689
Other State Income	\$ -	\$ 47,949	\$ 51,671	\$ 95,898	\$ 2,349,087
8182 - Special Education Reimbursement	-	-	-	-	116,000
8220 - Federal School Lunch	-	-	-	-	42,357
8297 - Prior Year Federal - Not Accrued	-	-	-	-	-
8290 - Other Federal Revenue	-	-	-	-	-
Federal Income	\$ -	\$ -	\$ -	\$ -	\$ 158,357
8639 - Sales	7,803	-	7,803	-	140,000
8650 - Leases and Rentals	-	-	-	-	-
8660 - Interest	6,336	9,090	21,963	23,798	77,500
8699 - All Other Local Revenue	-	-	-	-	-
8701 - Student Fees	-	-	-	-	3,500
8781 - All Other Transfers From Districts or Charter Schools	-	-	-	-	-
8797 - All Other Financing Sources	-	-	-	-	-
8803 - Fundraising	-	4,843	-	4,843	55,000
8999 - Uncategorized Revenue	-	-	-	-	-
Local Revenue	\$ 14,139	\$ 13,933	\$ 29,766	\$ 28,641	\$ 276,000
Total Revenue	\$ 441,939	\$ 489,682	\$ 937,037	\$ 980,139	\$ 12,678,353
EXPENSES					
1100 - Teachers Salaries	301,750	311,011	303,834	311,011	3,326,346
1101 - Teacher Stipends	1,888	90	5,488	90	20,000
1200 - Certified Pupil Support Salaries	6,250	6,322	6,250	6,322	70,613
1300 - Certificated Supervisors and Administrators Salaries	75,429	73,403	96,594	94,946	502,805
Certificated Employees	\$ 385,318	\$ 390,826	\$ 412,166	\$ 412,369	\$ 3,919,764
2100 - Instructional Aide Salaries	80,000	77,184	80,064	77,184	819,119
2101 -Club E Hourly	-	-	-	-	-
2200 - Classified Support Salaries	26,812	30,928	30,176	31,211	366,969
2201 -Club E Salary	-	-	-	-	-
2300 - Classified Supervisors and Administrators Salaries	35,145	35,946	70,290	71,086	433,263
2400 - Clerical, Technical and Office Staff Salaries	46,614	44,165	72,315	68,961	520,230
2900 - Classified Other Salaries	-	-	-	-	-
2930 - Maintenance and Grounds	3,665	8,322	8,877	17,208	102,786
Classified Employees	\$ 192,237	\$ 196,545	\$ 261,722	\$ 265,650	\$ 2,242,367
3101 - CalSTRS	71,458	74,648	78,750	78,763	748,675
3202 - 403B/457/401A Employer Contribution	10,411	9,198	17,777	15,572	109,775
3301 - OASDI/Medicare- Certificated Postions	5,466	5,351	5,856	5,752	56,844
3302 - OASDI/Medicare- Classified Postions	14,566	14,348	19,832	19,659	163,257
3401 - Health & Welfare Benefits, Certificated Positions	27,541	28,874	89,019	94,050	344,816
3402 - Health & Welfare Benefits, Classified Positions	17,943	18,165	53,418	57,948	234,619
3501 - SUI- Certificated Positions	542	556	542	556	8,265

Community Montessori As of August 31, 2026	August Actuals	August Budget	YTD Actuals	YTD Budget	Budget
3502 - SUI- Classified Postions	484	373	501	385	10,304
3601 - Workers Comp - Certificated	2,499	2,977	2,677	3,204	31,871
3602 - Workers Comp - Classified	1,286	1,533	1,742	2,091	17,928
Employee Benefits	\$ 152,197	\$ 156,023	\$ 270,114	\$ 277,980	\$ 1,726,354
4100 - Approved Textbooks and Core Curricula Materials	974	1,173	12,580	13,681	40,000
4205- Subscriptions	376	60	834	463	5,500
4300 - Materials and Supplies	-	-	-	-	-
4320 - Educational Software	-	-	24,466	15,216	65,000
4325 - Instructional Materials	4,753	4,212	4,797	10,686	50,000
4330 - Supplies	13,480	13,186	17,975	19,280	120,000
4352 - Staff Meetings	1,460	1,594	4,593	5,380	20,000
4353 - Testing Materials	1,180	966	1,180	966	10,000
4355 - EU Consumable	-	-	-	-	-
4360 - Marketing and Student Recruitment	-	-	398	500	10,000
4400 - Noncapitalized Expenditures	-	-	11,047	-	15,000
4420 - Computers	-	-	-	-	-
4423 - Instructional Technology	-	-	-	-	18,500
4433 - Administrative Technology	11,801	15,000	15,531	20,000	75,000
4700 - Food	-	-	-	-	145,000
Books and Supplies	\$ 34,024	\$ 36,191	93,402	\$ 86,172	\$ 574,000
5103 - Learning Center Instructor	-	-	-	-	40,000
5104 - Shredding	84	88	170	176	1,200
5105 - Educational Units (EU's)	-	-	-	-	-
5115 - Tutoring Services (Non-EU)	-	-	-	-	-
5125 - Student Memberships	-	-	-	-	-
5200 - Travel and Conferences	2,184	702	4,516	1,871	25,000
5300 - Dues and Memberships	-	-	-	-	250
5305- Dues and Memberships Professional	19,200	13,237	23,796	17,833	25,000
5400 - Insurance	(3,785)	3,611	114,193	119,089	99,584
5500 - Operations and Housekeeping	285	771	285	952	15,000
5510 - Electricity	7,298	6,997	8,703	8,548	90,000
5515 - Janitorial Services/Gardening	3,818	1,206	4,466	1,264	20,000
5520 - Alarm Services	441	445	687	687	12,500
5525 - Trash	1,294	1,649	2,264	2,101	15,000
5530 - Water	3,327	3,001	4,155	4,385	32,000
5600 - Rentals, Leases and Repairs	-	-	-	-	-
5605 - Equipment Lease	1,198	1,373	2,576	2,582	12,500
5610 - Facility Leases	71,277	70,043	200,642	186,808	829,517
5615 - Repairs and Maintenance Building	765	1,200	5,130	3,700	40,000
5617 - Equipment Maintenance Contracts & License Fees	7,607	8,879	110,817	109,815	160,000
5618 - Repair & Maintenance - Auto	505	300	505	300	3,000
5800 - Professional/Consulting Services	12,621	11,023	23,361	18,386	130,000
5804 - Board Reimbursement	540	312	540	312	3,960
5805 - Administrative Fee	-	-	-	-	-
5808 - Property Tax	-	-	-	-	1,605
5809 - Banking Fees	101	47	211	47	1,500
5843 - Interest Expense	3,648	3,380	7,226	6,689	38,000
5824 - District Oversight Fees	-	-	-	-	98,949
5830 - Fieldtrips	6,945	6,448	6,945	6,448	175,000
5839 - Fundraising	-	-	-	-	12,500
5845 - Legal Fees	7,612	6,115	7,612	6,115	40,000
5851 - Marketing and Student Recruitment	-	-	-	-	10,000
5860 - Printing and Delivery	-	-	-	81	10,000
5863 - Professional Development	1,355	1,734	1,881	5,685	65,000
5869 - Special Education Services	720	3,751	720	3,751	75,000
5887 - IT Consultants	-	-	-	-	-

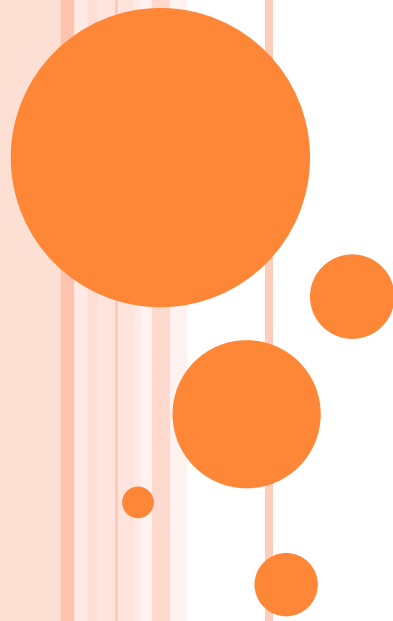
Community Montessori As of August 31, 2026	August Actuals	August Budget	YTD Actuals	YTD Budget	Budget
5905 - Cell Service	2,486	2,371	4,660	4,156	22,500
5910 - Internet	238	5,445	3,635	9,576	30,000
5915 - Postage	-	28	156	166	2,500
5920 - Telephone	548	916	1,196	1,831	12,500
Services and Other Operating Expenses	\$ 152,311	\$ 155,072	541,049	\$ 523,354	\$ 2,149,565
6000 - Capital Outlay	162,890	38,075	210,103	150,000	150,000
6900 - Depreciation	-	-	-	-	\$ 180,000
Capital Outlay	\$ 162,890	\$ 38,075	\$ 210,103	\$ 150,000	\$ 330,000
Total Expenditure	\$ 1,078,976	\$ 972,732	\$ 1,788,555	\$ 1,715,525	\$ 10,942,050
Total Other Financing Sources (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ (637,037)	\$ (483,050)	\$ (851,518)	\$ (735,386)	\$ 1,736,303
Fund Balance, Beginning of year	\$ 7,197,245	\$ 7,159,389	\$ 7,411,725	\$ 7,411,725	\$ 7,411,725
Fund Balance, End of Period	\$ 6,560,208	\$ 6,676,339	\$ 6,560,208	\$ 6,676,339	\$ 9,148,028

Community Montessori
As of August 31, 2026

		2026/2027 Actual & Forecast											
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash		2,346,817	3,677,452	3,355,555	3,393,891	3,960,391	4,006,424	4,189,446	4,402,489	4,347,545	4,444,228	4,314,635	4,759,712
Revenue													
	General Block Grant	427,800	427,800	891,989	852,608	852,608	891,988	852,608	618,696	660,144	618,696	1,160,393	1,547,839
	Federal Income	-	-	-	-	6,867	13,672	-	6,286	4,254	-	12,765	114,513
	Other State Income	51,671	-	86,601	586,809	100,430	107,352	240,456	218,984	263,436	99,785	224,486	248,959
	Local Revenues	15,627	14,139	44,730	41,186	6,895	55,831	10,730	32,084	25,784	17,636	9,621	2,862
	Total Revenue	495,098	441,939	1,023,320	1,480,603	966,800	1,068,843	1,103,794	876,050	953,618	736,117	1,407,265	1,914,173
Expenses													
	Compensation & Benefits	214,251	729,751	784,908	725,896	675,788	713,970	713,491	670,344	716,104	712,339	693,064	594,783
	Books & Supplies	59,378	34,024	28,431	82,158	37,251	32,230	23,247	26,157	24,820	34,925	46,644	51,682
	Services & Other Operating Expenses	388,738	152,311	188,652	167,763	162,426	137,816	155,650	199,609	136,792	131,050	151,179	222,930
	Capital Outlay	47,212	162,890	-	-	-	-	-	-	-	-	-	180,000
	Total Expenses	709,579	1,078,976	1,001,991	975,817	875,465	884,016	892,388	896,110	877,716	878,314	890,887	1,049,395
Operating Cash Inflow (Outflow)		(214,480)	(637,037)	21,329	504,786	91,335	184,827	211,406	(20,060)	75,902	(142,197)	516,378	864,778
Accounts Receivable		1,581,145	-	-	69,926	-	-	-	-	-	-	-	-
Other Current Assets		194,483	-	-	-	-	-	-	-	-	-	(13,766)	-
Accounts Payable		(26)	1,419	(23)	14	(37)	(938)	930	(377)	(1,384)	32	(41)	-
Fixed Asset		-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities		(216,562)	327,576	30,346	5,272	(31,852)	12,720	14,216	(20,949)	36,146	26,226	(43,667)	-
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-
Long Term Liabilities		(13,924)	(13,855)	(13,316)	(13,497)	(13,412)	(13,588)	(13,509)	(13,558)	(13,980)	(13,655)	(13,828)	(12,850)
Ending Cash		3,677,452	3,355,555	3,393,891	3,960,391	4,006,424	4,189,446	4,402,489	4,347,545	4,444,228	4,314,635	4,759,712	5,611,640

Cycle: FY2025-2026; Fund Class: <All>; Fund Columns: <All Funds>,62; Account Code
Expression: ([Fund] = '62') ; Balance Date: 08/31/2026; Detail: No

Description	Total
9110-7638 - Cash In Treasury	\$ 2,656,795.10
9124-4000 - Cash In Bank - Wells Fargo Petty Cash	\$ 128.09
9124-4018 - Cash In Bank - Wells Fargo Operating	\$ 698,631.77
9126-3366 - Cash In Bank - US Bank	\$ -
9124-3994 - Cash In Bank - Wells Fargo Sweep	\$ -
9191 - Due to / from - Dehesa	\$ -
9219- AR Special Education (Fed)	\$ 127,987.00
9226- AR Child Nutrition (Fed)	\$ -
9230- AR State Aid	\$ -
9232- AR Property Tax	\$ -
9233- AR Lottery	\$ 55,966.60
9239- Special Education	\$ -
9240- AR - State Aid	\$ -
9246- AR Special Education (State)	\$ -
9253- AR - ASAP	\$ -
9260- Miscellaneous	\$ -
9330 - Prepaid Expenditures	\$ -
9340 - Other Current Assets	\$ -
9410 - Land	\$ 2,100,000.00
9420 - Improvement of Site	\$ 595,461.80
9425 - Accumulated Depreciation - Site	\$ (184,597.92)
9430 - Buildings	\$ 3,458,976.30
9436 - Accumulated Depreciation - Building Improvements	\$ (1,469,239.41)
9440 - Equipment	\$ 232,301.22
9445 - Accumulated Depreciation- Equipment	\$ (135,832.17)
9360 - Other Assets Deposits	\$ 35,758.02
9371 - Right of Use Asset Operating	\$ 4,574,146.18
9372 - Right of Use Asset Operating Accumulated Depreciation	\$ (2,313,396.92)
Subtotal of Account Group: Assets	\$ 10,433,085.66
9500 - Accounts Payable	\$ 11,736.25
9501- Accrued Accounts Payable	\$ -
9512- District PY Property Tax Adjustment	\$ -
9514 - AP Other	\$ -
9515 - AP Payroll Processing	\$ 1,953.50
9515 - Credit Card Summary	\$ (54,093.06)
9515 - CCSB-Ramp	\$ 62,560.77
9520 - Met Legal	\$ 34.61
9522 - Group Life Insurance	\$ (1,372.58)
9523 - Voluntary Benefits	\$ 796.93
9525 - FSA	\$ 3,267.40
9526 - Cobra	\$ -
9540 - Payroll Taxes Liability	\$ 60,046.50
9555 - STRS Liability	\$ 114,782.10
9570 - Wages Payable	\$ 209,571.25
9572 - Accrued PTO/Vacation	\$ 135,783.11
9580 - 403B	\$ 13,716.07
9585 - Training	\$ -
9622 - Due to (From) DCS	\$ -
9640 - Current Loans (ASAP)	\$ -
9641 - Right of Use Operating Liability	\$ 2,369,585.94
9655 - Deferred Rent	\$ -
9669 - Wells Fargo Mortgage	\$ 968,037.86
APSB - AP Balancing	\$ (9,753.00)
Subtotal of Account Type: Liability	\$ 3,886,653.65
9760 - Fund Balance	\$ 7,398,814.80
Net Increase/Decrease	\$ (852,382.79)
Subtotal of Account Type: Fund Balance/Retained Earnings	\$ 6,546,432.01
Subtotal of Account Group: Liabilities/Fund Balance	\$ 10,433,085.66



September 25, 2026

DIMENSIONS COLLABORATIVE SCHOOL

August 2026 Financials

CONTENTS

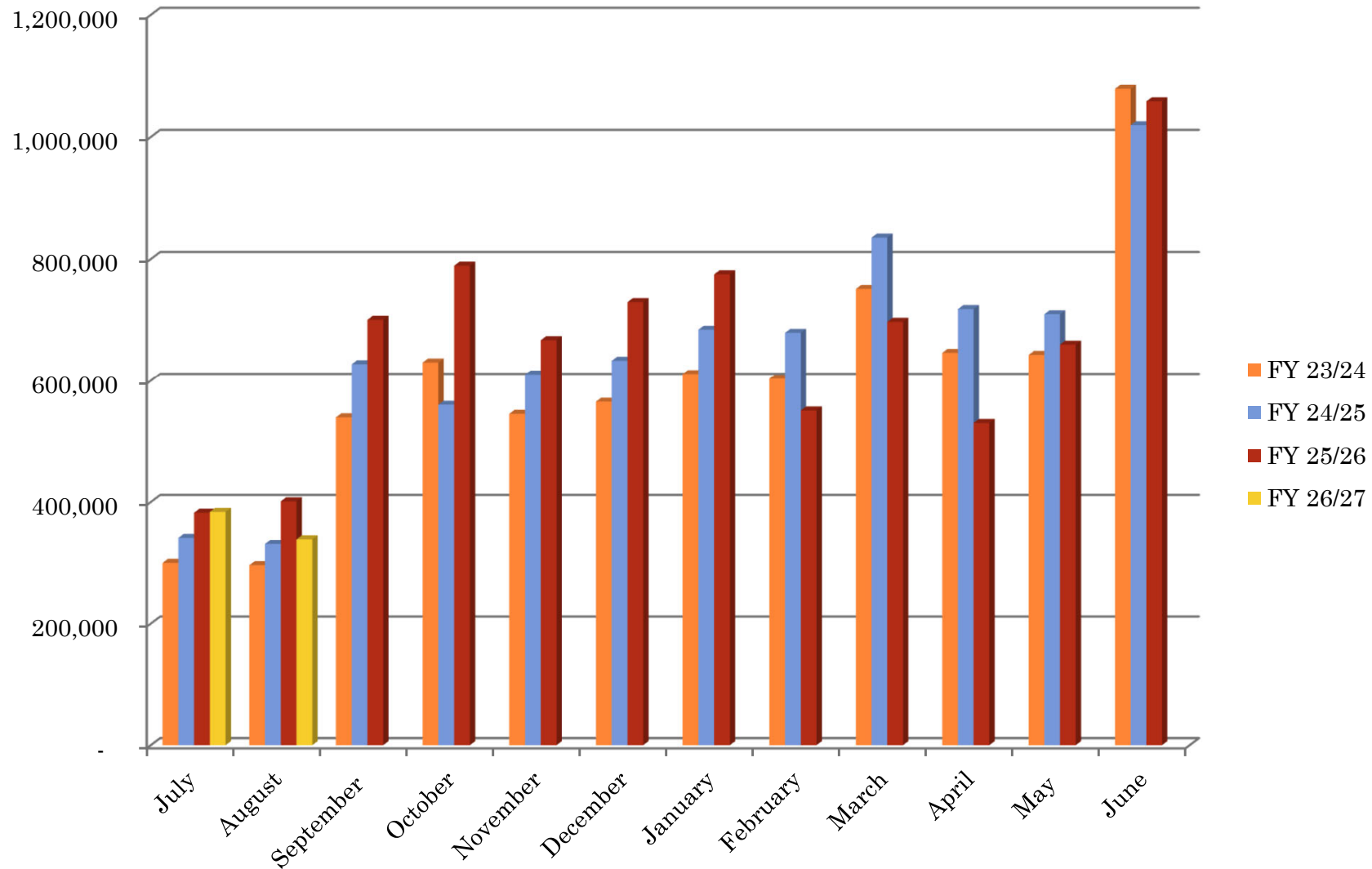
- FY 26-27 August Financials

FY 26-27 FINANCIALS

○ REVENUE

- Revenue received was **\$34,334** less than was forecasted
 - \$0 – General Block Grant
 - On budget
 - **\$35,251** – Other State Income
 - Special education revenue was lower than projected for the month
 - August allocation was not received until September
 - \$0 – Federal Income
 - On budget
 - \$917 – Local Income
 - Interest revenue was higher than projected for the month

DCS REVENUE YEAR OVER YEAR



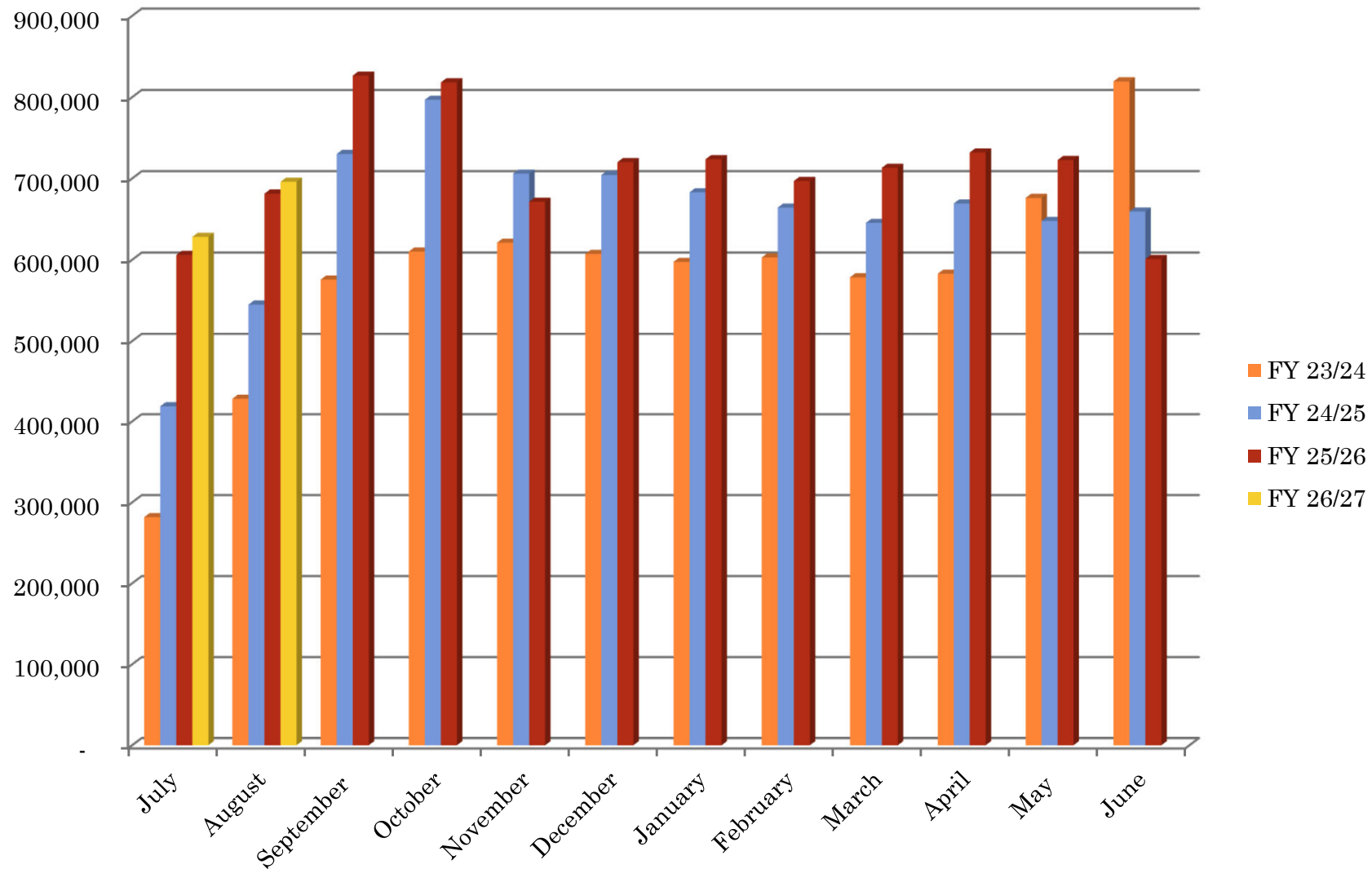
FY 26-27 FINANCIALS

○ EXPENSES

○ Expenditures were **\$5,866** more than forecasted

- \$2,986 – Certificated Employees
 - EF salaries were lower than projected for the month
- \$3,758 – Classified Employees
 - Maintenance and Custodian salaries were lower than projected for the month
 - Position eliminated
- \$2,620 – Employee Benefits
 - CalSTRS lower than projected for the month
 - Lower than projected certificated salaries for August
- **\$929** – Books and Supplies
 - Instructional and Administrative technology was higher than projected for the month
 - Timing. Lenovo staff computers and Ipads for Mission Gorge
- \$2,575 – Services and Other Operating Expenses
 - Insurance costs were lower than projected for the month
 - A majority of our policies were paid upfront in July
- **\$16,855** – Capital Outlay
 - Midway tenant improvements. Timing of contractor payments.

DCS EXPENDITURES YEAR OVER YEAR



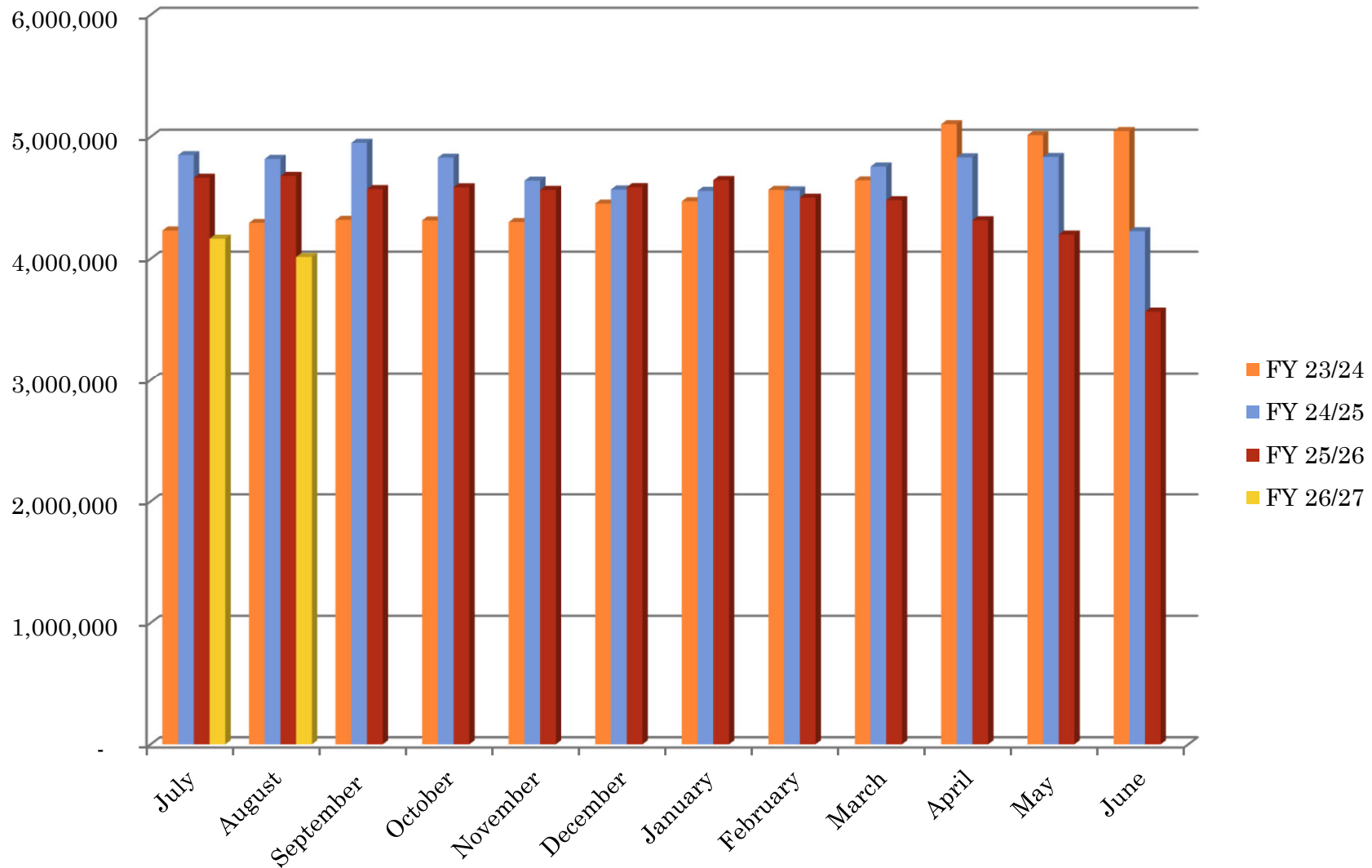
FISCAL YEAR FINANCIAL UPDATE

- **We are currently 17 percent through the fiscal year**
 - Certificated Salaries are at 09 percent of budget
 - Classified Salaries are at 13 percent of budget
 - Employee Benefits are at 16 percent of budget
 - Books and Supplies are at 13 percent of budget
 - Services and Other Operating expenses are at 21 percent of budget
 - Capital Outlay expenses are at 73 percent of budget
 - Total Expenses are at 15 percent of budget

CASH FORECAST

- DCS started off August 2026 with \$4,164,821 in cash
 - DCS spent **\$150,048** more in cash than they received in the month of August
 - DCS ended the month of August 2026 with \$4,014,773 in cash
 - \$1,309,602 of which is reserved for economic uncertainties
 - \$2,000,000 of which is reserved future building purchases, replacements and or modernizations
 - \$705,170 of which has no designations. This represents undesignated cash reserves of 8% (*4% or \$69,000 whichever is greater – minimum*)

DCS CASH YEAR OVER YEAR



Dimensions Collaborative School As of August 31, 2026	August Actuals	August Budget	Variance	YTD Actuals	YTD Budget
REVENUE					
General Block Grant	328,559	328,559	-	657,118	657,118
Other State Income	-	35,251	(35,251)	35,614	70,502
Federal Income	-	-	-	-	-
Local Revenue	9,962	9,045	917	29,636	28,150
Total Revenue	\$ 338,521	\$ 372,855	\$ (34,334)	\$ 722,368	\$ 755,770
EXPENSES					
Certificated Employees	287,286	290,252	2,966	311,238	312,157
Classified Employees	90,338	94,096	3,758	140,014	146,981
Employee Benefits	115,600	118,220	2,620	217,684	224,448
Books and Supplies	71,815	70,886	(929)	100,039	94,638
Services and Other Operating Expenses	101,502	104,077	2,575	412,517	404,577
Capital Outlay/Depreciation	29,355	12,500	(16,855)	141,735	87,500
Other Outflows	-	-	-	-	-
Total Expenditure	\$ 695,897	\$ 690,031	\$ (5,866)	\$ 1,323,226	\$ 1,270,301
Total Other Financing Sources (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ (357,375)	\$ (317,176)	\$ (40,199)	\$ (600,858)	\$ (514,531)
Fund Balance, Beginning of Period	\$ 4,789,803	\$ 4,835,931		\$ 4,461,923	\$ 4,461,923
Fund Balance, End of year	\$ 4,432,428	\$ 4,518,755		\$ 3,861,066	\$ 3,947,392

Dimensions Collaborative School As of August 31, 2026	August Actuals	August Budget	YTD Actuals	YTD Budget	Budget
REVENUE					
8012 - Education Protection Account	-	-	-	-	107,794
8011 - Charter School General Purpose Aid	328,559	328,559	657,118	657,118	6,569,322
8096 - In Lieu of Property Taxes	-	-	-	-	324,833
8592 - Charter Schools Categorical Block Grant	-	-	-	-	-
General Block Grant	\$ 328,559	\$ 328,559	\$ 657,118	\$ 657,118	\$ 7,001,949
8019 - Prior Year Revenue not Accrued	-	-	-	-	-
8311 - Other State Apportionments	-	35,251	35,614	70,502	700,553
8319 - Other State Apportionments - Prior Years	-	-	-	-	-
8520 - State School Lunch	-	-	-	-	27,435
8550 - Mandated Cost Reimbursement	-	-	-	-	16,765
8560 - State Lottery Revenue	-	-	-	-	146,600
8590 - All Other State Revenue	-	-	-	-	627,246
Other State Income	\$ -	\$ 35,251	\$ 35,614	\$ 70,502	\$ 1,518,599
8182 - Special Education Reimbursement	-	-	-	-	75,400
8220 - Federal School Lunch	-	-	-	-	13,408
8297 - Prior Year Federal - Not Accrued	-	-	-	-	-
8290 - Other Federal Revenue	-	-	-	-	-
Federal Income	\$ -	\$ -	\$ -	\$ -	\$ 88,808
8639 - Sales	325	-	325	-	3,500
8650 - Leases and Rentals	-	-	-	-	-
8660 - Interest	9,637	9,045	29,310	28,150	85,000
8699 - All Other Local Revenue	-	-	-	-	-
8701 - Student Fees	-	-	-	-	-
8781 - All Other Transfers from Districts or Charter Schools	-	-	-	-	-
8797 - All Other Financing Sources	-	-	-	-	-
8803 - Fundraising	0	-	0	-	20,000
8999 - Uncategorized Revenue	0	-	0	-	-
Local Revenue	\$ 9,962	\$ 9,045	\$ 29,636	\$ 28,150	\$ 108,500
Total Revenue	\$ 338,521	\$ 372,855	\$ 722,368	\$ 755,770	\$ 8,717,856
EXPENSES					
1100 - Teachers Salaries	229,828	234,409	229,929	234,409	2,778,057
1101 - Teacher Stipends	2,350	137	4,542	137	20,000
1200 - Certified Pupil Support Salaries	13,212	13,105	13,212	13,105	137,998
1300 - Certificated Supervisors and Administrators Salaries	41,897	42,601	63,555	64,506	494,539
Certificated Employees	\$ 287,286	\$ 290,252	\$ 311,238	\$ 312,157	\$ 3,430,594
2100 - Instructional Aide Salaries	16,375	17,171	17,428	17,171	178,783
2200 - Classified Support Salaries	11,381	10,282	11,381	10,282	66,474
2300 - Classified Supervisors and Administrators Salaries	24,423	25,842	48,846	50,815	302,644
2400 - Clerical, Technical and Office Staff Salaries	35,612	35,209	56,879	57,150	448,188
2900 - Classified Other Salaries	-	-	-	-	-
2930 - Maintenance and Grounds	2,547	5,592	5,481	11,563	68,407
Classified Employees	\$ 90,338	\$ 94,096	\$ 140,014	\$ 146,981	\$ 1,064,496
3101 - CalSTRS	54,365	55,438	60,835	59,622	655,243
3202 - 403B/457/401A Employer Contribution	6,416	6,451	11,654	10,935	64,290
3301 - OASDI/Medicare- Certificated Postions	4,086	4,735	4,434	5,032	49,744
3302 - OASDI/Medicare- Classified Postions	6,592	6,775	10,358	10,342	76,644
3401 - Health & Welfare Benefits, Certificated Positions	31,684	32,663	99,320	105,425	390,171
3402 - Health & Welfare Benefits, Classified Positions	9,763	9,103	27,787	29,485	107,746
3501 - SUI- Certificated Positions	99	108	217	108	6,751
3502 - SUI- Classified Postions	139	219	139	219	4,524
3503 - Employer Other - Certificated	-	-	-	-	-
3504 - Employer Other - Classified	-	-	-	-	-
3601 - Workers Comp - Certificated	1,868	1,965	2,027	2,126	27,406

Dimensions Collaborative School As of August 31, 2026	August Actuals	August Budget	YTD Actuals	YTD Budget	Budget
3602 - Workers Comp - Classified	588	763	914	1,154	8,655
Employee Benefits	\$ 115,600	\$ 118,220	\$ 217,684	\$ 224,448	\$ 1,391,174
4100 - Approved Textbooks and Core Curricula Materials	15,890	18,010	15,966	18,010	175,000
4105 - Digital Text Books	-	-	-	-	-
4205- Subscriptions	262	293	580	794	7,500
4300 - Materials and Supplies	-	-	-	-	-
4320 - Educational Software	8,583	8,174	22,289	22,157	110,000
4325 - Instructional Materials	12,634	15,090	12,682	17,284	260,000
4330 - Supplies	12,808	13,475	14,040	14,857	75,000
4352 - Staff Meetings	1,033	1,225	3,210	3,917	15,000
4353 - Testing Materials	820	614	820	614	10,000
4355 - EU Consumable	-	-	-	-	-
4360 - Marketing and Student Recruitment	179	-	578	500	10,500
4400 - Noncapitalized Expenditures	2,787	2,175	10,463	2,175	5,000
4420 - Computers	-	-	-	-	-
4423 - Instructional Technology	8,922	6,414	8,922	6,414	15,000
4433 - Administrative Technology	7,897	5,416	10,489	7,916	65,000
4700 - Food	-	-	-	-	35,000
Books and Supplies	\$ 71,815	\$ 70,886	100,039	\$ 94,638	\$ 783,000
5103 - Resource Center Instructor	-	-	-	-	10,000
5104 - Shredding	58	55	118	110	750
5105 - Educational Units (EU's)	-	-	-	-	400,000
5108 - Student Memberships	500	655	500	655	15,000
5115 - Tutoring Services (Non-EU)	-	-	-	-	-
5200 - Travel and Conferences	2,457	565	4,078	1,505	22,500
5300 - Dues and Memberships	-	-	-	-	2,500
5305 - Dues and Memberships Professional	12,480	12,081	15,533	14,683	20,000
5400 - Insurance	(2,141)	2,448	79,972	84,948	69,202
5500 - Operations and Housekeeping	-	50	-	50	5,000
5510 - Electricity	2,534	2,709	2,772	2,875	40,000
5515 - Janitorial & Gardening Services	700	305	512	305	5,000
5520 - Alarm Services	330	457	436	570	3,500
5525 - Trash	-	-	-	-	350
5530 - Water	-	-	-	-	1,750
5808 - Property Tax	-	-	-	-	-
5600 - Rentals, Leases and Repairs	-	-	-	-	-
5605 - Equipment Lease	731	1,079	1,585	2,039	10,000
5610 - Facility Leases	47,014	46,586	141,250	141,061	565,391
5615 - Repairs and Maintenance Building	2,652	3,115	2,652	3,115	22,500
5617 - Equipment Maintenance Contracts & License Fees	5,901	6,104	118,747	109,760	160,000
5618 - Repairs & Maintenance - Auto	351	200	351	200	2,500
5800 - Professional/Consulting Services	16,043	13,564	19,837	18,564	160,000
5804 - Board Reimbursement	480	480	480	480	3,960
5805 - Management Fee	-	-	-	-	-
5809 - Banking Fees	356	467	710	929	4,500
5887 - ITConsultants	-	-	-	-	-
5821 - Interest Expense	-	-	-	-	-
5824 - District Oversight Fees	-	-	-	-	70,019
5830 - Fieldtrips	628	-	628	-	45,000
5839 - Fundraising	-	-	-	-	2,500
5843 - Interest	-	-	-	-	100
5845 - Legal Fees	1,472	500	1,472	500	27,500
5851 - Marketing and Student Recruitment	1,647	3,500	7,280	7,000	35,000
5860 - Printing and Delivery	-	976	-	976	5,500
5863 - Professional Development	369	580	1,533	1,766	20,000
5869 - Special Education Services	3,687	1,500	3,807	1,500	175,000
5905 - Cell Service	2,014	2,573	3,432	3,781	17,500
5910 - Internet	827	3,006	3,849	6,012	25,000

Dimensions Collaborative School As of August 31, 2026	August Actuals	August Budget	YTD Actuals	YTD Budget	Budget
5915 - Postage	-	21	191	193	1,775
5920 - Telephone	413	501	794	1,000	7,500
Services and Other Operating Expenses	101,502	\$ 104,077	412,517	\$ 404,577	\$ 1,956,797
6000 - Capital Outlay	29,355	12,500	141,735	87,500	150,000
6900 - Depreciation	-	-	-	-	45,000
Capital Outlay	\$ 29,355	\$ 12,500	\$ 141,735	\$ 87,500	\$ 195,000
7000 - Other Outflows	-	-	-	-	-
Other Outflows	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditure	\$ 695,897	\$ 690,031	\$ 1,323,226	\$ 1,270,301	\$ 8,821,061
Total Other Financing Sources (Uses)		\$ -	\$ -	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ (357,375)	\$ (317,176)	\$ (600,858)	\$ (514,531)	\$ (103,205)
Fund Balance, Beginning of year	\$ 4,218,441	\$ 4,264,568	\$ 4,461,923	\$ 4,461,923	\$ 4,461,923
Fund Balance, End of Period	\$ 3,861,066	\$ 3,947,392	\$ 3,861,066	\$ 3,947,392	\$ 4,358,718

Dimensions Collaborative School
As of August 31, 2026

		2025/26 Actual & Forecast											
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash		3,567,292	4,164,821	4,014,773	3,936,530	4,178,727	4,205,912	4,275,973	4,391,507	4,218,554	4,314,286	4,199,395	4,120,623
Revenue													
General Block Grant		328,559	328,559	682,904	655,344	655,344	682,903	655,344	512,888	535,743	512,888	576,514	803,915
Federal Income		-	-	-	-	2,122	6,960	-	2,055	960	-	4,286	60,190
Other State Income		35,614	-	63,668	387,352	77,237	67,413	180,776	5,662	288,147	75,582	137,755	107,022
Local Revenues		19,674	9,962	8,564	5,276	1,257	26,511	11,323	9,410	1,736	13,945	8,329	(1)
Total Revenue		383,847	338,521	755,136	1,047,972	735,960	783,787	847,443	530,015	826,586	602,415	726,884	971,126
Expenses													
Compensation & Benefits		175,711	493,225	572,315	529,643	501,662	528,537	529,323	513,578	527,147	528,485	519,546	464,237
Books & Supplies		28,224	71,815	125,043	151,517	35,468	24,639	51,263	39,920	34,905	39,593	23,414	39,216
Services & Other Operating Expenses		311,014	101,502	141,652	156,546	141,433	173,401	145,598	139,748	150,527	175,093	195,123	114,266
Capital Outlay		112,380	29,355	12,500	12,500	12,500	-	12,500	12,500	12,500	12,500	12,500	57,500
Other Outflows		-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		627,329	695,897	851,510	850,206	691,063	726,577	738,684	705,746	725,079	755,671	750,583	675,219
Operating Cash Inflow (Outflow)		(243,482)	(357,375)	(96,374)	197,766	44,897	57,210	108,759	(175,731)	101,507	(153,256)	(23,699)	295,907
Accounts Receivable		860,108	-	-	40,711	-	-	-	-	-	-	-	-
Other Current Assets		127,423	-	-	-	-	-	-	-	-	-	(5,155)	-
Accounts Payable		(9)	779	(2,751)	(4,516)	20	36	635	(308)	(519)	(92)	(883)	-
Other Current Liabilities		(146,512)	206,548	20,883	8,236	(17,733)	12,815	6,139	3,086	(5,255)	38,457	(49,034)	-
Fixed Assets		-	-	-	-	-	-	-	-	-	-	-	-
Long Term Liabilities		-	-	-	-	-	-	-	-	-	-	-	-
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash		4,164,821	4,014,773	3,936,530	4,178,727	4,205,912	4,275,973	4,391,506.61	4,218,554	4,314,286	4,199,395	4,120,623	4,416,530

Cycle: FY2025-2026; Fund Class: <All>; Fund Columns: <All Funds>,62; Account Code
Expression: ([Fund] = '62') ; Balance Date: 08/31/2026; Detail: No

Description	Total
9110-7639 - Cash In Treasury	\$ 2,935,073.15
9124-4000 - Cash In Bank - Wells Fargo Petty Cash	\$ 2,554.73
9126-3366 - Cash In Bank - US Bank	\$ -
9124-3994 - Cash in Bank - Wells Fargo Sweep	\$ 1,599,178.66
9124-4018 - Cash in Bank - Wells Fargo Operating	\$ (522,033.84)
9191 - Due to / from - Community Montessori	\$ -
9210- AR PCSGP Grant	\$ -
9219- AR Special Education (Fed)	\$ 91,443.00
9226- AR Child Nutrition (Fed)	\$ -
9230- AR State Aid	\$ -
9232- AR Property Tax	\$ -
9233- AR Lottery	\$ 39,238.58
9239- AR Special Education	\$ -
9246- AR Child Nutrition (State)	\$ -
9253- AR ASAP	\$ -
9260- AR Misc	\$ -
9312 - Due from CM	\$ -
9330- Prepaid Expenditures	\$ -
9340- Due from US Bank	\$ -
9420 - Land Improvement	\$ 38,879.18
9425 - Accumulated Depreciation - Land Improvements	\$ (38,879.18)
9430 - Buildings	\$ 378,516.38
9436 - Accumulated Depreciation - Buildings	\$ (332,999.62)
9440 - Equipment	\$ 517,782.62
9445 - Accumulated Depreciation- Equipment	\$ (470,361.25)
9360 - Other Assets Deposits	\$ 96,961.73
9371 - Right of Use Asset Operating	\$ 2,711,426.71
9372 - Right of Use Asset Operating Accumulated Amortization	\$ (1,730,705.87)
Subtotal of Account Group: Assets	\$ 5,316,074.98
9500 - Accounts Payable	\$ 124,437.03
9501- Accrued Accounts Payable	\$ -
9514 - AP Other	\$ 500.00
9515 - AP Payroll Processing Fee	\$ 1,220.38
9515 - Ramp EEI	\$ (48,676.96)
9515 - CCSB-Ramp	\$ 57,651.84
9520 - Met Legal	\$ (49.01)
9522 - Group Life Insurance	\$ 35.91
9523 - Voluntary Benefits	\$ (413.72)
9525 - FSA	\$ 2,865.29
9540 - Payroll Taxes Liability	\$ 35,405.48
9555 - STRS Liability	\$ 87,923.37
9570 - Wages Payable	\$ 130,450.41
9572 - Accrued PTO/Vacation	\$ 109,468.53
9580 - 403B	\$ 10,898.00
9585 - Training	\$ -
9640 - Current Loans (ASAP)	\$ -
9641 - Right of Use Operating Liability	\$ 1,060,310.62
9650 - Deferred Revenue	\$ -
9655 - Deferred Rent	\$ -
9669 - Other General Long Term Debt	\$ -
APSB - AP Balancing	\$ (122,713.14)
Subtotal of Account Type: Liability	\$ 1,449,314.03
9760 - Fund Balance, unreserved	\$ 4,468,440.69
Net Increase/Decrease	\$ (601,679.74)
Subtotal of Account Type: Fund Balance/Retained Earnings	\$ 3,866,760.95
Subtotal of Account Group: Liabilities/Fund Balance	\$ 5,316,074.98

Coversheet

Draft of Artificial Intelligence (AI) Policy

Section:	IX. Discussion
Item:	A. Draft of Artificial Intelligence (AI) Policy
Purpose:	Discuss
Submitted by:	
Related Material:	Policy.Artificial Intelligence.pdf

Subject: Artificial Intelligence (AI) Policy

Date of Origination:

Last Revision Date:

Scope:

- All TK-12 students
- All instructional and school-sponsored activities
- All school-managed devices, networks, and learning platforms
- Any school-authorized AI applications or services

Policy

Purpose: Element Education recognizes that Artificial Intelligence (AI) is becoming an increasingly important part of education, work, and daily life. We believe students must learn both with AI and about AI to be prepared for college, careers, and civic life. AI should enhance teaching, learning, and school operations while preserving the central role of human relationships, educator judgment, and student thinking. Artificial intelligence is a tool to support human-centered learning environments and should not replace the critical thinking, creativity, decision-making, or personal connections that define effective education.

The goal is not to merely regulate AI use, but to prepare students to become informed, ethical, creative, and responsible users of artificial intelligence in an increasingly AI-enabled world by:

- Promoting safe, ethical, and responsible use of AI technologies.
- Developing AI literacy and digital citizenship skills.
- Enhancing teaching, learning, creativity, and problem-solving.
- Protecting academic integrity.
- Safeguarding student privacy and data security.
- Ensuring equitable access to AI-enabled learning opportunities.

Parents and guardians will be informed regarding AI tools used by the school in accordance with applicable law.

Definitions

Artificial Intelligence (AI)

Technology that enables computer systems to perform tasks that traditionally require human intelligence, including reasoning, problem-solving, language processing, pattern recognition, decision-making, and content generation.

Generative AI

A subset of artificial intelligence capable of creating original content such as:

- Text
- Images
- Audio
- Video
- Computer code
- Presentations
- Other digital media

AI Literacy

The knowledge and skills needed to understand, evaluate, use, and create with AI responsibly, ethically, and effectively.

School-Approved AI Tool

Any AI application or platform approved by the school for student use and vetted for privacy, safety, and educational appropriateness.

Overview

- AI should enhance learning rather than replace thinking, creativity, or skill development.
- Students and staff remain responsible for decisions, interpretations, and final work products.
- AI use should be disclosed when required and used openly and honestly.
- Students should have fair access to AI learning opportunities regardless of background, experience, or resources.
- Student data must be protected and used in accordance with applicable privacy laws and school policies.
- Students will learn to use AI respectfully, responsibly, and ethically.

A. AI Literacy Standards

The school shall provide age-appropriate AI literacy instruction at all grade levels. At each level, ethical implications will be addressed in an age-appropriate manner:

- Algorithmic bias
- Fairness and discrimination
- Environmental impacts
- Mental health implications
- Workforce and economic impacts
- Responsible innovation

Transitional Kindergarten through Grade 2

Students will:

- Understand that some technology can generate answers, pictures, and ideas.
- Learn that AI tools are created by people.
- Practice asking questions and comparing AI responses with teacher guidance.
- Demonstrate safe and respectful use of digital tools.
- Learn not to share personal information with AI systems.

Grades 3-5

Students will:

- Identify common uses of AI in everyday life.
- Understand that AI can make mistakes.
- Distinguish between human-created and AI-generated content.
- Evaluate information for accuracy and reliability.
- Practice responsible and ethical use of AI tools.
- Use AI with teacher supervision for brainstorming and feedback.

Grades 6-8

Students will:

- Understand how AI systems are trained using data.
- Recognize bias, misinformation, and inaccuracies in AI outputs.
- Analyze ethical implications of AI technologies.
- Use AI tools responsibly in research and content creation.
- Provide appropriate attribution and disclosure when AI is used.

- Evaluate AI-generated information against credible sources.
- Evaluate AI-generated content for misinformation, disinformation, manipulated media, and other forms of misleading information.

Grades 9-12

Students will:

- Analyze the societal, economic, legal, and ethical impacts of AI.
- Evaluate the strengths and limitations of AI systems.
- Understand concepts such as algorithms, machine learning, bias, and data privacy.
- Use AI strategically to enhance research, problem-solving, and creativity.
- Demonstrate transparency regarding AI use.
- Critically assess AI-generated information and outputs.
- Apply AI tools in ways that reflect academic integrity and professional standards.
- Analyze the role of AI in information ecosystems, public discourse, civic, participation, and democratic institutions.

B. Student Use of Artificial Intelligence

Students may access AI tools:

- When approved by the school;
- When directed by a teacher;
- During designated instructional activities; or
- For approved independent learning activities.

Teachers may restrict or prohibit AI use for specific assignments, assessments, or learning experiences. Unless otherwise restricted by the teacher, students may use approved AI tools for:

Learning Support

- Generating ideas and inspiration
- Brainstorming
- Exploring different viewpoints
- Developing questions
- Clarifying concepts

Planning and Organization

- Creating outlines
- Organizing information

- Developing project plans
- Structuring written work

Feedback and Revision

- Improving grammar and mechanics
- Refining clarity and organization
- Receiving feedback on student-created drafts
- Strengthening communication skills

Creativity and Innovation

- Designing projects
- Creating multimedia content
- Solving problems
- Exploring creative approaches to learning

C. Prohibited Uses of AI

Students may not use AI tools to:

Academic Dishonesty

- Complete assignments when not permitted
- Generate work and submit it as entirely their own
- Circumvent learning objectives
- Cheat on tests, quizzes, or assessments

Plagiarism

- Present AI-generated content without attribution when attribution is required
- Represent AI-created work as original student work

Harmful Conduct

- Bully, harass, intimidate, or threaten others
- Create harmful, offensive, discriminatory, or inappropriate content
- Create deceptive or misleading content intended to harm others

Privacy Violations

- Upload confidential student information
- Share personally identifiable information
- Reveal passwords or private school data
- Submit sensitive information to unauthorized AI systems

Unauthorized Use

- Use non-approved AI tools when school approval is required
- Evade school monitoring or technology safeguards

D. Artificial Intelligence Use in Student Assignments

Core Principle

AI use is permitted or restricted based on the learning goal of each assignment. Educational Facilitators determine when and how AI may be used.

Assignment-Level AI Framework

Level 0: No AI Use

- AI tools may not be used at any stage.
- Any AI use constitutes a violation of academic integrity.

Level 1: AI as a Thought Partner

Students may:

- Brainstorm ideas
- Explore perspectives
- Ask questions
- Generate topics

Students may not:

- Generate answers
- Generate solutions
- Create final products

Level 2: AI for Structure and Feedback

Students may:

- Create outlines
- Organize ideas
- Receive feedback on drafts
- Improve clarity and organization

Final work must reflect the student's own thinking and language.

Level 3: AI-Supported Creation

Students may:

- Draft content with AI assistance
- Revise work using AI tools
- Collaborate with AI appropriately

Students must disclose how the AI tool was used. (Example: “I used AI to improve sentence clarity and suggest organizational changes”).

Level 4: AI-Integrated Assignment

- AI use is intentionally embedded in the learning experience.
- Students may be expected to evaluate, critique, compare, or improve AI-generated work.
- Assessment focuses on student reasoning, reflection, and effective use of AI.

AI Disclosure Requirements

When AI use is permitted (Levels 1-4), students may be required to:

- Identify the AI tool used
- Describe how the tool supported their work
- Provide prompts, outputs, or process notes when requested
- Distinguish personal work from AI-assisted work

Failure to disclose required AI use may be treated as an academic integrity violation.

Academic Integrity

Students remain responsible for all submitted work regardless of whether AI was used.

Students must:

- Verify information generated by AI
- Review AI-generated content for accuracy
- Cite sources as required
- Demonstrate understanding of submitted work

AI detection software shall not be used as the sole basis for determining academic dishonesty, assigning grade penalties, or imposing disciplinary action. Concerns regarding inappropriate AI use shall be evaluated using multiple forms of evidence, including student work processes, demonstrated understanding, assignment history, teacher observation, and student reflection.

Privacy, Safety, and Data Protection

The school will evaluate AI tools for student privacy, security, accessibility, and educational suitability before approval.

Students shall:

- Use only approved AI services when required by the school.
- Avoid entering personal, confidential, or sensitive information into AI systems.
- Follow all school technology-use policies.
- Respect intellectual property and copyright requirements.

All AI use shall comply with applicable federal and state laws, including:

- Family Educational Rights and Privacy Act (FERPA)
- California Education Code Section 49073.1
- Applicable student privacy, accessibility, and data security requirements

Approved AI vendors shall:

- Protect student data from unauthorized access or disclosure.
- Prohibit the use of student data for advertising purposes.
- Prohibit training public AI models using student data unless expressly authorized.
- Maintain data breach notification procedures.
- Provide mechanisms for data deletion when services are discontinued.

School-approved AI systems shall be reviewed to ensure compliance with relevant legal obligations.

Consequences for Misuse

Consequences shall be developmentally appropriate and proportional to the nature of the violation. Violations of this policy may result in:

- Requiring assignment revision or resubmission
- Academic integrity consequences
- Temporary or permanent loss of AI privileges
- Technology-use restrictions
- Parent or guardian notification
- Additional disciplinary action consistent with school policy

E. Staff Responsibilities

School employees shall:

- Clearly communicate AI expectations and assignment levels.
- Model ethical and transparent use of AI.
- Teach AI literacy and responsible use.
- Consider age, developmental appropriateness, and learning objectives.
- Protect student data and privacy.
- Avoid requiring students to use unapproved AI platforms.
- Monitor AI-supported activities and provide appropriate guidance.
- Verify AI-generated content for accuracy, bias, appropriateness, and instructional suitability prior to use with students, families, or staff.
- Participate in professional learning regarding AI literacy, ethical AI use, privacy protections, instructional applications, and emerging AI developments.

When AI tools are used to assist with feedback, instructional support, or assessment processes, educators remain responsible for reviewing outputs and retain sole authority over final grades, evaluations, and decisions.

AI may assist educators in generating feedback or administrative efficiencies, but remain responsible for reviewing outputs and determining final grades.

F. Equity and Accessibility

The school is committed to ensuring that AI supports equitable educational opportunities.

Staff will:

- Consider student access to technology.
- Provide alternatives when necessary.
- Ensure accommodations for students with disabilities.
- Support varying levels of AI familiarity and experience.
- Design assignments that do not disadvantage students based on access to technology outside of school.

G. Policy Review and Continuous Improvement

The school shall periodically review AI tools, practices, and this policy to ensure continued alignment with educational goals, evolving technologies, legal requirements, and stakeholder feedback.

Approved AI systems may be reevaluated for privacy, effectiveness, accessibility, equity, and educational value.

DRAFT

Coversheet

Consideration of Revised Policies

Section:	X. Action Item(s) for Element Education
Item:	A. Consideration of Revised Policies
Purpose:	Vote
Submitted by:	Kiran Sihota
Related Material:	Criminal Background Clearance Clean.pdf Criminal Background Clearance Red Lined.pdf Student Behavior Policy Clean.pdf Student Behavior Policy Red Lined.pdf Transitional Kindergarten Policy.pdf Transitional Kindergarten - Red Lined.pdf

BACKGROUND:

Criminal Background Clearance

Background: The Governing Board approved the Criminal Background Clearance policy on 10/24/2001 and it was last updated on 9/27/2024. This policy establishes requirements for criminal background checks for individuals who may have unsupervised contact with students.

Changes:

- Name change: Criminal Background Check to Criminal Background Clearance
- Expands scope to cover independent contractors, volunteers, and student interns.
- Language of policy includes compliance, confidentiality, and appeal process requirements.
- Added specific language referencing not hiring or retaining employees, unsupervised volunteers, independent contractors and/or other service providers convicted of sex offenses or violent/serious felonies.

Student Behavior

Background: The Governing Board originally approved the Student Behavior policy on 9/25/2019 and it was last updated on 9/27/2024. This policy addresses student behavior in relation to suspensions/expulsions, student/employee interaction, sexual harassment, and seclusion and behavioral restraints.

Changes: Included language regarding students with disabilities, foster youth protections, students experiencing homelessness, English learners, and LGBTQ+ students and other protected students.

TK Policy

Background: Element Education originated a policy on Transitional Kindergarten in 2012. It was last updated in 2023. Beginning in the 2025-26 school year, California expanded TK eligibility so that children who turn four years old on or before September 1 are eligible for TK. The older

description of students who "do not meet the minimum age criterion for kindergarten" no longer fully reflects Universal TK.

Changes: This revised policy incorporates all requirements for the 2026-27 school year while providing flexibility to adjust practices to remain compliant without having to revise the policy.

RECOMMENDATION:

Approve Revised Policies.

Criminal Background Clearance

Purpose: Element Education (“Element”) is committed to providing a safe and secure learning environment for staff and students. This policy establishes requirements for criminal background checks for individuals who may have unsupervised contact with students.

Scope: Employees, employment applicants, independent contractors, unsupervised volunteers, student interns, and other service providers with Element.

Policy:

Element shall require all Element employees and individuals who will work with or provide services to unsupervised students to clear criminal background checks. including sexual offender registry checks.

Element shall not employ or allow service by any individual who has been convicted of a disqualifying offense under applicable law, including offenses that require mandatory exclusion from employment in a school setting.

Element shall not hire or retain employees, unsupervised volunteers, independent contractors, student interns, and/or other service providers convicted of sex offences or violent/serious felonies.

Compliance

Criminal background information shall be considered in a manner consistent with state and federal anti-discrimination laws, including laws governing the fair consideration of criminal history. No employment decision shall be based on criminal history except as permitted or required by law.

Individuals subject to this policy must maintain required criminal background clearance for the duration of their employment or service.

Appeal

Employees and employment candidates may respond to potentially disqualifying misdemeanor convictions, providing evidence of rehabilitation, mitigating circumstances, and/or fitness for the position, to the Governing Board for consideration, under the Fair Chance Act.

Confidentiality

Criminal background information shall be used solely for purposes of working with or providing services to students, maintained in a confidential manner, and accessible only to authorized personnel with a legitimate need to know. Results shall be destroyed after review in accordance with the law.

Adopted: 10/24/2001

Revised: 09/25/2026 (pending Board Approval)

Criminal Background ~~Check~~ Clearance Check

Purpose: Element Education (“Element”) is committed to providing a safe and secure learning environment for staff and students. This policy establishes requirements for criminal background checks for individuals who may have unsupervised contact with students.

Scope: Employees, employment ~~candidates~~ applicants, independent contractors, unsupervised volunteers, student interns, and other service providers ~~of~~ with Element.

Policy:

~~The Executive Director or designee shall conduct a~~ Element shall require all Element employees and individuals who will work with or provide services to unsupervised students to clear criminal background checks, including sexual offender registry checks, on
~~employment candidates prior to offering employment.~~

~~No employees or volunteers~~ Element shall not employ or allow service by any have
individual who has been convicted of a disqualifying offense under applicable law, including offenses that require mandatory exclusion from employment in a school setting.

Element shall not hire or retain employees, unsupervised volunteers, independent contractors, student interns, and/or other service providers convicted of sex offences or violent/serious felonies.

~~any felony or misdemeanor charges which pertain to the integrity of carrying out the duties of the position.~~

Compliance

Criminal background information shall be considered in a manner consistent with state and federal anti-discrimination laws, including laws governing the fair consideration of criminal history. No employment decision shall be based on criminal history except as permitted or required by law.

Individuals subject to this policy must maintain required criminal background clearance for the duration of their employment or service.

Appeal

Employees and employment candidates may respond to potentially disqualifying misdemeanor charges convictions, providing evidence of rehabilitation, mitigating circumstances, and/or fitness for the position, to the Governing Board for consideration, under the Fair Chance Act.

Confidentiality

Criminal background information shall be used solely for purposes of working with or providing services to students, maintained in a confidential manner, and accessible only to authorized personnel with a legitimate need to know.

Results shall be destroyed after review in accordance with the law.

Adopted: 10/24/2001

Revised: ~~09/27/2024~~ 09/25/2026 (pending Board Approval)

Student Behavior

Subject: Student Behavior
Date of Origination: 09/25/2019
Last Revision: 09/25/2026 (Pending board approval)

Scope:

All students with the Element Education Schools

Policy:

Student Behavior

Suspension or Expulsion

Students who display inappropriate behavior, as per Education Code §48900 – 48927, may be subject to suspension or expulsion. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off school grounds, and during or while going to or coming from a school sponsored activity.

The Executive Director, School Director, or designee shall make the determination of whether further action is required due to a student's inappropriate behavior. Unless suspension or expulsion is required as per the Education Code, suspension shall be imposed only when other means of correction, including the possibility of community service, fail to bring about proper conduct.

Student/Employee Interaction

Employees and students are required to conduct themselves in a way that reflects high standards of behavior in an educational setting. Below is an illustrative, not all-inclusive, list of inappropriate and appropriate student and employee interactions.

Inappropriate Student/Employee Interaction

- Giving gifts to an individual student

- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing non-emergency transportation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement, including discussing personal issues, with student for personal benefit
- Being alone in a room with a student with the door closed and no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Appropriate Student/Employee Interaction

- Obtaining parent/guardian's written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities
- Keeping door open when alone with a student or asking another adult to be present
- Keeping reasonable space between employee and student
- Congratulating and giving students recognition without touching; pats on the back, high-fives, and handshakes are acceptable

Sexual Harassment

It is the goal of the Organization to maintain an educational environment free of sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress

- Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution

Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Sexual harassment can be physical and psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Employees and students are prohibited from harassing employees or students on or off the Organization's premises, working and non-working hours, and regardless of reciprocity when between adults and students. Examples of conduct which may constitute sexual harassment can be found in the Sexual Harassment policy for Employees.

Additional Considerations

Students with Disabilities

Disciplinary actions regarding students eligible under IDEA or Section 504 shall comply with all applicable federal and state laws.

The School shall:

- Conduct manifestation determinations when required;
- Continue provision of FAPE as required by law;
- Review and revise behavior intervention plans as appropriate;
- Convene IEP or Section 504 meetings when necessary.

A student with a disability may not be expelled for behavior that is determined to be a manifestation of the student's disability. Charter school students with disabilities are entitled to additional disciplinary protections.

Students not yet identified but for whom the School had reason to suspect a disability shall receive applicable IDEA protections.

Foster Youth Protections

Prior to manifestation determination, expulsion, or other proceedings requiring parental notice, the School shall provide required notices to:

- Educational rights holder;
- Attorney of record;
- County social worker;
- Tribal social worker, when applicable.

Failure to provide required notice may invalidate disciplinary proceedings.

The School shall consider:

- Trauma history;
- Educational stability;
- Placement disruptions; and
- Available interventions before imposing exclusionary discipline.

Students Experiencing Homelessness

The School shall ensure disciplinary actions do not unlawfully interfere with:

- Immediate enrollment rights;
- Educational stability;
- Access to services;
- McKinney-Vento protections.

Educational rights holders shall receive the same notices and procedural protections afforded to parents.

English Learners

The School shall provide:

- Translation and interpretation as required by law;
- Discipline notices in a language understood by the parent when required;
- Meaningful access to hearings and proceedings.

Language acquisition needs shall not be mistaken for misconduct.

LGBTQ+ Students and Other Protected Students

Disciplinary decisions shall not be based upon actual or perceived:

- Race;
- Ethnicity;
- National origin;
- Religion;
- Disability;
- Sex;
- Sexual orientation;
- Gender identity;
- Gender expression; or
- Any other protected classification.

The School shall monitor discipline data to identify and address disproportionality.

Seclusion and Behavioral Restraints

Students have the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff.

Seclusion or a behavioral restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to the student or others that cannot be immediately prevented by a response that is less restrictive.

Corporal Punishment

Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

No staff member or volunteer shall inflict, or cause to be inflicted, corporal punishment upon a student.

An amount of force that is reasonable and necessary for a staff member or volunteer to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by an athletic competition or other such recreational activity, voluntarily engaged in by the student, is not and shall not be construed to be corporal punishment.

Physical Restraints of Students with Disabilities

Element recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that the use of behavioral techniques within the classroom setting may be needed on an individualized basis to provide FAPE. While it is appropriate to intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm to others, restraint has the potential to cause great risk to a child's health and safety. Any use of physical restraint must be in accordance with the law and comply with the following provisions:

Definitions

Behavioral Restraint: a “mechanical or physical restraint” used as an intervention when a student present an immediate danger to self or others. This does not include postural restraints or devices used to improve a student’s mobility and independent functioning rather than to restrict movement.

Mechanical Restraint: Use of a devise or equipment to restrict a student’s freedom of movement. It does not include the use of devices or equipment by (1) peace officers or security personnel for detention or for public safety purposes and (2) trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but is not limited to:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- Restraints for medical immobilization
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student’s torso, arms, legs, or head freely. It does not include (1) a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location and (2) the use of force by peace officers or security personnel for detention or for public safety purposes.

Prone Restraint: The application of a behavioral restraint on a pupil in a facedown position.

Use of Physical Restraint

The School Director shall ensure the use of physical restraint as follows:

- To administer only when needed to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the individual and/or others, that cannot be immediately prevented by a less restrictive response or non-physical intervention
- To ensure students are restrained in the least restrictive alternative and are provided with the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others
- If prone restraint techniques are used, a staff member shall observe the student for any signs of physical distress throughout the use of prone restraint and whenever possible, the staff member monitoring the student shall not be involved in restraining the student
- No emergency intervention shall be employed for longer than necessary to contain the behavior, and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from behavior that poses a clear and present danger of serious, physical harm.

Physical restraint is prohibited in the following circumstances:

- As a means of punishment
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or school directive, disrespectful verbal comments that do not constitute a threat of imminent, serious, physical harm
- As a means of coercion, discipline, convenience, or retaliation, including but not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition
- The use of physical restraint technique that obstructs the student's respiratory airway or impairs the student's breathing or respiratory capacity, including

techniques in which a staff member places pressure on a student's back or places body weight against the student's back or torso

- The use of a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face
- Placing a student in a facedown position with the student's hands held or restrained behind the student's back
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others; and
- Use of emergency interventions as a substitute for the systemic behavioral intervention plan that is designed to change, replace, modify, or eliminate targeted behavior

Emergency Interventions

In addition to the above requirements, emergency interventions do not include the following:

- Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room
- Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures
- The use of an amount of force that exceeds that which is reasonable and necessary under the circumstances

Administration of Physical Restraint

The School Director shall ensure that whenever possible:

- School personnel who have obtained certification from a certified physical restraint agency training shall administer physical restraint on students
- The administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

The School Director shall ensure that the person administering a physical restraint shall use:

- Only the amount of force necessary to protect the student or others from physical injury or harm
- The safest method available and appropriate to the situation following the safety requirements set forth below.
- Only the amount of time necessary to allow the student to de-escalate.

Safety Requirements

The following safety requirements are required for the use of physical restraint:

- No restraint shall be administered in such a way that the student is subject to interventions that are designed or are likely to cause pain or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water, shelter, or proper supervision; or that involve the use of noxious sprays or substances.
- During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to self or others.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on a individual student.
- Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraining, reviewing the incident with the staff person(s) who administered the restraint to discuss whether

proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

Special Circumstances

Restraint administered to a student with a disability pursuant to a Functional Behavior Assessment (FBA), IEP, and Behavior Intervention Plan (BIP), developed in accordance with state and federal law to which the LEA and the student's parents/guardians have agreed, shall be deemed to meet the requirements of these guidelines.

Notification and Reporting

Suspension or Expulsion

For purposes of notification to parents and reporting of expulsion or suspension offenses to the California Department of Education, each School shall specifically record, by offense committed, in all appropriate official records of a student.

Each School must collect and report annually to the California Department of Education data on the number of times and the number of students on which seclusion and behavioral restraints are used. The data must be disaggregated for students who have Section 504 plans, individualized education programs, and those who do not have either plan. For a student with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for behavioral emergency reporting must be followed.

Student/Employee Interaction

When any employee, parent, or student believes an employee may have crossed the boundaries, it must be promptly reported to the School Director, Director of Human Resources, or designee. The School Director, or designee, will promptly investigate and document the investigation. During the fact-finding process, all privy to the investigation shall protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, as much as possible.

Employees who have violated this policy shall be subject to appropriate disciplinary action and, where appropriate, reported to authorities for potential legal action.

In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and parent/guardian about the alleged inappropriate behavior.

Sexual Harassment

Any student who believes he/she/they have been sexually harassed by an employee, agent, or student, should promptly report the facts and name of individual to any adult staff member with whom they feel comfortable and that person shall report the incident to the Compliance Officer.

When a complaint is received, a full and fair investigation will be conducted in a timely manner. Students may, at any time during the process, bring an advocate to support them in meeting with the Compliance Officer or other staff. The Compliance Officer will gather information and complete an incident report, which shall be forwarded to the Executive Director, Director of Human Resources, and the parent if involving a minor student.

All allegations, inquiries, complaints, investigations, and results shall be kept confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and investigation, that it will be policy violation to disclose the allegation or nature of investigation to others, and that they may be subject to disciplinary actions for such violations.

Discipline will be appropriate to the circumstances and retaliation including, but not limited to, affecting grades, class section/selection, or other matters pertaining to status as a student shall be a violation of this policy. An allegation of retaliation shall be considered a separate incident, investigated and subject to disciplinary action. This policy does not preempt or supersede any legal procedures or remedies available under federal, state, or local laws.

Physical Restraints of Students with disabilities

School staff shall verbally report the use of physical restraints to the School Director of the restraint as soon as possible, and by written report no later than the next school working day. If the School Director is absent, the Regional Manager shall be notified. If the student has an IEP, a Behavioral Emergency Report (“BER”) shall immediately be completed and maintained in the file of the individual with exceptional needs, which includes the following:

- The name and age of the student
- The setting and location of the incident
- The name of the staff or other persons involved
- A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaging in any systematic behavioral intervention plan
- Details of any injuries sustained by the individual with exceptional needs or others, including staff, as a result of the incident

The BER must immediately be forwarded to and reviewed by the School Director. If a BER is written regarding a student with disabilities who does not have a behavioral intervention plan, the School Director shall, within two (2) days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a BER is written regarding an individual with exceptional needs who has a positive behavioral interventional plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

The School Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

The School Director or designee shall notify the student's parent/guardian of the restraint within one school day, if an emergency intervention is used or if serious property damage occurs. If the school customarily provides the parent/guardian of a student with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language.

Referral to Law Enforcement or Other State Agencies

In circumstances in which LEA employees are mandated by law to report criminal activity, the School Director shall ensure that school personnel are not prohibited from:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual, or
- Law enforcement, judicial authorities, or other school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk

Student Behavior

Subject: Student Behavior
Date of Origination: 09/25/2019
Last Revision: ~~09/27/2024~~ 09/25/2026 (Pending board approval)

Scope:

All students with the Element Education Schools

Policy:

Student Behavior

Suspension or Expulsion

Students who display inappropriate behavior, as per Education Code §48900 – 48927, may be subject to suspension or expulsion. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off school grounds, and during or while going to or coming from a school sponsored activity.

The Executive Director, School Director, or designee shall make the determination of whether further action is required due to a student's inappropriate behavior. Unless suspension or expulsion is required as per the Education Code, suspension shall be imposed only when other means of correction, including the possibility of community service, fail to bring about proper conduct.

Student/Employee Interaction

Employees and students are required to conduct themselves in a way that reflects high standards of behavior in an educational setting. Below is an illustrative, not all-inclusive, list of inappropriate and appropriate student and employee interactions.

Inappropriate Student/Employee Interaction

- Giving gifts to an individual student

- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing non-emergency transportation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement, including discussing personal issues, with student for personal benefit
- Being alone in a room with a student with the door closed and no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Appropriate Student/Employee Interaction

- Obtaining parent/guardian's written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities
- Keeping door open when alone with a student or asking another adult to be present
- Keeping reasonable space between employee and student
- Congratulating and giving students recognition without touching; pats on the back, high-fives, and handshakes are acceptable

Sexual Harassment

It is the goal of the Organization to maintain an educational environment free of sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress

- Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution

Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Sexual harassment can be physical and psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Employees and students are prohibited from harassing employees or students on or off the Organization's premises, working and non-working hours, and regardless of reciprocity when between adults and students. Examples of conduct which may constitute sexual harassment can be found in the Sexual Harassment policy for Employees.

Additional Considerations

Students with Disabilities

Disciplinary actions regarding students eligible under IDEA or Section 504 shall comply with all applicable federal and state laws.

The School shall:

- Conduct manifestation determinations when required;
- Continue provision of FAPE as required by law;
- Review and revise behavior intervention plans as appropriate;
- Convene IEP or Section 504 meetings when necessary.

A student with a disability may not be expelled for behavior that is determined to be a manifestation of the student's disability. Charter school students with disabilities are entitled to additional disciplinary protections.

Students not yet identified but for whom the School had reason to suspect a disability shall receive applicable IDEA protections.

Foster Youth Protections

Prior to manifestation determination, expulsion, or other proceedings requiring parental notice, the School shall provide required notices to:

- Educational rights holder;
- Attorney of record;
- County social worker;
- Tribal social worker, when applicable.

Failure to provide required notice may invalidate disciplinary proceedings.

The School shall consider:

- Trauma history;
- Educational stability;
- Placement disruptions; and
- Available interventions before imposing exclusionary discipline.

Students Experiencing Homelessness

The School shall ensure disciplinary actions do not unlawfully interfere with:

- Immediate enrollment rights;
- Educational stability;
- Access to services;
- McKinney-Vento protections.

Educational rights holders shall receive the same notices and procedural protections afforded to parents.

English Learners

The School shall provide:

- Translation and interpretation as required by law;
- Discipline notices in a language understood by the parent when required;
- Meaningful access to hearings and proceedings.

Language acquisition needs shall not be mistaken for misconduct.

LGBTQ+ Students and Other Protected Students

Disciplinary decisions shall not be based upon actual or perceived:

- Race;
- Ethnicity;
- National origin;
- Religion;
- Disability;
- Sex;
- Sexual orientation;
- Gender identity;
- Gender expression; or
- Any other protected classification.

The School shall monitor discipline data to identify and address disproportionality.

Seclusion and Behavioral Restraints

Students have the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff.

Seclusion or a behavioral restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to the student or others that cannot be immediately prevented by a response that is less restrictive.

Corporal Punishment

Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

No staff member or volunteer shall inflict, or cause to be inflicted, corporal punishment upon a student.

An amount of force that is reasonable and necessary for a staff member or volunteer to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by an athletic competition or other such recreational activity, voluntarily engaged in by the student, is not and shall not be construed to be corporal punishment.

Physical Restraints of Students with Disabilities

Element recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that the use of behavioral techniques within the classroom setting may be needed on an individualized basis to provide FAPE. While it is appropriate to intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm to others, restraint has the potential to cause great risk to a child's health and safety. Any use of physical restraint must be in accordance with the law and comply with the following provisions:

Definitions

Behavioral Restraint: a "mechanical or physical restraint" used as an intervention when a student presents an immediate danger to self or others. This does not include postural

restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

Mechanical Restraint: Use of a device or equipment to restrict a student's freedom of movement. It does not include the use of devices or equipment by (1) peace officers or security personnel for detention or for public safety purposes and (2) trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but is not limited to:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- Restraints for medical immobilization
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. It does not include (1) a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location and (2) the use of force by peace officers or security personnel for detention or for public safety purposes.

Prone Restraint: The application of a behavioral restraint on a pupil in a facedown position.

Use of Physical Restraint

The School Director shall ensure the use of physical restraint as follows:

- To administer only when needed to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the individual

and/or others, that cannot be immediately prevented by a less restrictive response or non-physical intervention

- To ensure students are restrained in the least restrictive alternative and are provided with the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others
- If prone restraint techniques are used, a staff member shall observe the student for any signs of physical distress throughout the use of prone restraint and whenever possible, the staff member monitoring the student shall not be involved in restraining the student
- No emergency intervention shall be employed for longer than necessary to contain the behavior, and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from behavior that poses a clear and present danger of serious, physical harm.

Physical restraint is prohibited in the following circumstances:

- As a means of punishment
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or school directive, disrespectful verbal comments that do not constitute a threat of imminent, serious, physical harm
- As a means of coercion, discipline, convenience, or retaliation, including but not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition
- The use of physical restraint technique that obstructs the student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places body weight against the student's back or torso

- The use of a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face
- Placing a student in a facedown position with the student's hands held or restrained behind the student's back
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others; and
- Use of emergency interventions as a substitute for the systemic behavioral intervention plan that is designed to change, replace, modify, or eliminate targeted behavior

Emergency Interventions

In addition to the above requirements, emergency interventions do not include the following:

- Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room
- Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures
- The use of an amount of force that exceeds that which is reasonable and necessary under the circumstances

Administration of Physical Restraint

The School Director shall ensure that whenever possible:

- School personnel who have obtained certification from a certified physical restraint agency training shall administer physical restraint on students
- The administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

The School Director shall ensure that the person administering a physical restraint shall use:

- Only the amount of force necessary to protect the student or others from physical injury or harm
- The safest method available and appropriate to the situation following the safety requirements set forth below.
- Only the amount of time necessary to allow the student to de-escalate.

Safety Requirements

The following safety requirements are required for the use of physical restraint:

- No restraint shall be administered in such a way that the student is subject to interventions that are designed or are likely to cause pain or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water, shelter, or proper supervision; or that involve the use of noxious sprays or substances.
- During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to self or others.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on a individual student.
- Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraining, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

Special Circumstances

Restraint administered to a student with a disability pursuant to a Functional Behavior Assessment (FBA), IEP, and Behavior Intervention Plan (BIP), developed in accordance with state and federal law to which the LEA and the student's parents/guardians have agreed, shall be deemed to meet the requirements of these guidelines.

Notification and Reporting

Suspension or Expulsion

For purposes of notification to parents and reporting of expulsion or suspension offenses to the California Department of Education, each School shall specifically record, by offense committed, in all appropriate official records of a student.

Each School must collect and report annually to the California Department of Education data on the number of times and the number of students on which seclusion and behavioral restraints are used. The data must be disaggregated for students who have Section 504 plans, individualized education programs, and those who do not have either plan. For a student with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for behavioral emergency reporting must be followed.

Student/Employee Interaction

When any employee, parent, or student believes an employee may have crossed the boundaries, it must be promptly reported to the School Director, Director of Human Resources, or designee. The School Director, or designee, will promptly investigate and document the investigation. During the fact-finding process, all privy to the investigation shall protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, as much as possible.

Employees who have violated this policy shall be subject to appropriate disciplinary action and, where appropriate, reported to authorities for potential legal action.

In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and parent/guardian about the alleged inappropriate behavior.

Sexual Harassment

Any student who believes he/she/they have been sexually harassed by an employee, agent, or student, should promptly report the facts and name of individual to any adult staff member with whom they feel comfortable and that person shall report the incident to the Compliance Officer.

When a complaint is received, a full and fair investigation will be conducted in a timely manner. Students may, at any time during the process, bring an advocate to support them in meeting with the Compliance Officer or other staff. The Compliance Officer will gather information and complete an incident report, which shall be forwarded to the Executive Director, Director of Human Resources, and the parent if involving a minor student.

All allegations, inquiries, complaints, investigations, and results shall be kept confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and investigation, that it will be policy violation to disclose the allegation or nature of investigation to others, and that they may be subject to disciplinary actions for such violations.

Discipline will be appropriate to the circumstances and retaliation including, but not limited to, affecting grades, class section/selection, or other matters pertaining to status as a student shall be a violation of this policy. An allegation of retaliation shall be considered a separate incident, investigated and subject to disciplinary action. This policy does not preempt or supersede any legal procedures or remedies available under federal, state, or local laws.

Physical Restraints of Students with disabilities

School staff shall verbally report the use of physical restraints to the School Director of the restraint as soon as possible, and by written report no later than the next school working day. If the School Director is absent, the Regional Manager shall be notified. If the student has an IEP, a Behavioral Emergency Report (“BER”) shall immediately be completed and maintained in the file of the individual with exceptional needs, which includes the following:

- The name and age of the student
- The setting and location of the incident
- The name of the staff or other persons involved
- A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaging in any systematic behavioral intervention plan
- Details of any injuries sustained by the individual with exceptional needs or others, including staff, as a result of the incident

The BER must immediately be forwarded to and reviewed by the School Director. If a BER is written regarding a student with disabilities who does not have a behavioral intervention plan, the School Director shall, within two (2) days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a BER is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

The School Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

The School Director or designee shall notify the student’s parent/guardian of the restraint within one school day, if an emergency intervention is used or if serious property damage occurs. If the school customarily provides the parent/guardian of a student with necessary

school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language.

Referral to Law Enforcement or Other State Agencies

In circumstances in which LEA employees are mandated by law to report criminal activity, the School Director shall ensure that school personnel are not prohibited from:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual, or
- Law enforcement, judicial authorities, or other school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk

Purpose:

Element Schools shall offer a Transitional Kindergarten (TK) program in accordance with California Education Code section 48000. TK is the first year of a two-year kindergarten program and shall be available to all age-eligible children. The program shall provide developmentally appropriate instruction designed to support academic, social-emotional, language, physical, and cognitive development to bridge preschool foundations and kindergarten standards through age-appropriate instruction.

Policy

Children who have their fourth birthday on or before September 1 of the school year shall be eligible for enrollment in Transitional Kindergarten as provided by law.

The TK program shall use a modified kindergarten curriculum that is developmentally appropriate and aligned with California Preschool Learning Foundations and Kindergarten standards.

Instruction shall support students' academic, social-emotional, language, physical, and cognitive development through developmentally appropriate learning experiences.

Educational Facilitators assigned to provide instruction to TK students shall hold the credentials, permits, authorizations, and additional qualifications required by California law for service in a Transitional Kindergarten classroom.

Transitional Kindergarten classes shall meet all state requirements regarding staffing, adult-to-student ratios, maximum class size, instructional time, and program quality.

Enrollment in Transitional Kindergarten shall be voluntary and shall follow Element's Admissions and Enrollment Policy.

The Executive Director or designee shall ensure compliance with all applicable California Department of Education, Commission on Teacher Credentialing, and Education Code requirements governing Transitional Kindergarten programs.

Transitional Kindergarten (TK)

Scope:

All Transitional Kindergarten (TK) students enrolled in or enrolling in an Element Education ("Element") school.

Purpose:

Element Schools ~~desire to~~shall offer a ~~high-quality TK~~Transitional Kindergarten (TK) program ~~for eligible children, as per Education Code in accordance with California Education code section 48000(c), who do not meet the minimum age criterion for kindergarten. TK shall be~~is the first year of a two-year kindergarten program and shall be available to all age-eligible children. The program shall ~~assist children in provide~~ developmentally appropriate instruction designed to support ~~developing the~~ academic, social, ~~and~~ emotional, language, physical, and cognitive development to bridge preschool foundations and ~~skills they need to succeed in~~ kindergarten standards through age-appropriate instruction ~~and beyond. TK shall be the first year of a two-year kindergarten program.~~

Policy:

Children who have their fourth birthday on or before September 1 of the school year shall be eligible for enrollment in Transitional Kindergarten as provided by law.

The TK program shall ~~be based on use~~ a modified kindergarten curriculum that is developmentally appropriate and is aligned with California Preschool Learning Foundations and Kindergarten standards.

Instruction shall support students' academic, social-emotional, language, physical, and cognitive development through developmentally appropriate learning experiences.

~~The academic standards for TK will bridge preschool learning foundations and kindergarten standards and facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, social sciences, English language development, and social-emotional development.~~

Educational Facilitators (EF) assigned to ~~oversee~~provide instruction to TK students shall ~~possess hold~~ the ~~proper credentials, certification, permits, authorizations and or~~

credential additional qualifications required by California law for service in a Transitional Kindergarten classroom.

Transitional Kindergarten classes shall meet all state requirements regarding staffing, adult-to-student ratios, maximum class size, instructional time, and program quality.

Enrollment in ~~the TK program~~ Transitional Kindergarten shall be voluntary and shall follow ~~the Element's~~ Admissions and Enrollment policy.

The Executive Director or designee shall ensure compliance with all applicable California Department of Education, Commission on Teacher Credentialing, and Education Code requirements governing Transitional Kindergarten programs.

Adopted: 07/20 2012

Last Revision Date: ~~08/23/2023~~ 09/25/2026 (pending Board Approval)-

Coversheet

Consideration of FY25-26 Unaudited Actuals

Section: XI. Action Items for Community Montessori
Item: A. Consideration of FY25-26 Unaudited Actuals
Purpose: Vote
Submitted by: Doug Miller
Related Material: 37-10371-0137695_A_G8ATE2YGR4_ALT_UA.pdf

BACKGROUND:

Charter Schools must submit their budgets to the chartering authority and their county office of education, Education code 47604.33:

- By July 1st for adopted budget.
- On or before December 15th, for first interim financial report. This report shall reflect changes through October 31st
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31st
- On or before September 15th, a final unaudited report for the full prior year.

The FY 2025-2026 Unaudited Actuals show a surplus of \$1,182,024.36

RECOMMENDATION:

Approve the FY 2025-2026 Unaudited Actuals

ALT - Charter School Unaudited Actuals Financial Report — Alternative Form

July 1, 2025 to June 30, 2026

Local Educational Agency (LEA): Community Montessori

Charter Number: 1947

County: San Diego

Oversight Entity: San Diego County Office of Education

Fiscal Year and Reporting Period: 2025–26 Unaudited Actuals

County District School (CDS) Number: 37 10371 0137695

Dataset Submission Number: G8ATE2YGR4 (2025–26)

California Department of Education (CDE)

Standardized Account Code Structure (SACS) Web Financial Reporting System,
System Version SACS V16

Form ALT, Form Version 11 (FV11)

Printed: 09/09/2026 01:10 PM

Note: In this document, non-shaded cells within tables that contain a dash ('-') represent instances where no data is displayed. Cells within tables that contain a dash ('-') and are shaded gray represent instances where the system does not allow data entry. Individuals experiencing difficulties with this document can contact the Financial Accountability & Information Services Office of the School Fiscal Services Division at sacsweb@cde.ca.gov.

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137695
Community Montessori
San Diego County Office of Education

Charter School Certification - July 1, 2025 to June 30, 2026

County: San Diego

Charter Number: 1947

Note: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Name: Roxanna Travers	Name: Kristin Armatis	Name: Douglas Miller
Title: Financial Accounting & Data Support Manager	Title: Executive Director, Charter School Services	Title: CBO
Telephone: 858-295-6700	Telephone: 858-295-6665	Telephone: 760-743-5815
Email address: roxanna.travers@sdcoe.net	Email address: kristin.armatis@sdcoe.net	Email address: dmiller@myelement.org

To the Entity that Approved the Charter School:

2025–26 Charter School Unaudited Actuals Financial Report — Alternative Form:

- ☒ **(Selected)** This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Charter School Official:

Signature (Original Signature Required): _____

Date (MM/DD/YYYY): 09/08/2026

Printed Name: Douglas Miller

Title: CBO

To the County Superintendent of Schools:

2025–26 Charter School Unaudited Actuals Financial Report — Alternative Form:

- ☐ (Unselected) This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Authorized Representative of Charter Approving Entity:

Signature (Original Signature Required): _____

Date (MM/DD/YYYY):

Printed Name:

Title:

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137695
Community Montessori
San Diego County Office of Education

To the Superintendent of Public Instruction:

2025–26 Charter School Unaudited Actuals Financial Report — Alternative Form:

- ☐ (Unselected) This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

County Superintendent/Designee:

Signature (*Original Signature Required*): _____

Date (MM/DD/YYYY): _____

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137695
Community Montessori
San Diego County Office of Education

Alternative Form - July 1, 2025 to June 30, 2026

County: San Diego

Charter Number: 1947

This charter school uses the following basis of accounting: (Select one)

(X) (Selected) Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900–6920, 7438, 9400–9489, 9660–9669, 9796, and 9797)

() (Unselected) Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100–6170, 6200–6700, 7438, 7439, and 9711–9789)

Description	Object Codes	Unrestricted	Restricted	Total
A. Revenues				
1. Local Control Funding Formula (LCFF) Sources	-	-	-	-
State Aid - Current Year	8011	7,967,590.00	-	7,967,590.00
Education Protection Account State Aid - Current Year	8012	159,550.00	-	159,550.00
State Aid - Prior Years	8019	223.00	-	223.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,419,077.00	-	1,419,077.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		9,546,440.00	0.00	9,546,440.00
2. Federal Revenues (See note in Section L)	-	-	-	-
Every Student Succeeds Act	8290	-	0.00	0.00
Special Education - Federal	8181, 8182	-	137,660.00	137,660.00
Child Nutrition - Federal	8220	-	40,842.74	40,842.74
Donated Food Commodities	8221	-	0.00	0.00
Other Federal Revenues	8110, 8260–8299	0.00	0.00	0.00
Total, Federal Revenues		0.00	178,502.74	178,502.74
3. Other State Revenues (StateRev)	-	-	-	-
Special Education (SE) - State	StateRevSE	-	703,127.00	703,127.00
All Other (AO) State Revenues	StateRevAO	166,183.59	745,039.74	911,223.33
Total, Other State Revenues		166,183.59	1,448,166.74	1,614,350.33
4. Other Local Revenues (LocalRev)	-	-	-	-
All Other Local Revenues	LocalRevAO	274,858.70	0.00	274,858.70
Total, Local Revenues		274,858.70	0.00	274,858.70
5. Total Revenues		9,987,482.29	1,626,669.48	11,614,151.77
B. Expenditures (See note in Section L)				
1. Certificated Salaries	-	-	-	-
Certificated Teachers' Salaries	1100	2,582,091.14	566,124.60	3,148,215.74
Certificated Pupil Support Salaries	1200	0.00	62,343.96	62,343.96

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137695
Community Montessori
San Diego County Office of Education

Description	Object Codes	Unrestricted	Restricted	Total
Certificated Supervisors' and Administrators' Salaries	1300	430,167.20	101,149.09	531,316.29
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		3,012,258.34	729,617.65	3,741,875.99
2. Noncertificated Salaries	-	-	-	-
Noncertificated Instructional Salaries	2100	569,415.44	189,175.36	758,590.80
Noncertificated Support Salaries	2200	114,607.13	235,235.89	349,843.02
Noncertificated Supervisors' and Administrators' Salaries	2300	426,995.82	0.00	426,995.82
Clerical, Technical and Office Salaries	2400	501,297.30	33,410.69	534,707.99
Other Noncertificated Salaries	2900	69,309.57	0.00	69,309.57
Total, Noncertificated Salaries		1,681,625.26	457,821.94	2,139,447.20
3. Employee Benefits	-	-	-	-
State Teachers' Retirement System (STRS)	3101–3102	566,726.58	136,347.46	703,074.04
Public Employees' Retirement System (PERS)	3201–3202	0.00	0.00	0.00
Social Security Taxes (OASDI)/Medicare/Alternative	3301–3302	165,715.87	42,490.58	208,206.45
Health and Welfare Benefits	3401–3402	409,069.24	120,318.61	529,387.85
Unemployment Insurance	3501–3502	11,689.96	2,922.95	14,612.91
Workers' Compensation Insurance	3601–3602	30,266.94	7,656.81	37,923.75
Postemployment Benefits Other Than Pension (OPEB), Allocated	3701–3702	0.00	0.00	0.00
OPEB, Active Employees	3751–3752	0.00	0.00	0.00
Other Employee Benefits	3901–3902	100,985.88	11,978.71	112,964.59
Total, Employee Benefits		1,284,454.47	321,715.12	1,606,169.59
4. Books and Supplies	-	-	-	-
Approved Textbooks and Core Curricula Materials	4100	37,455.09	593.22	38,048.31
Books and Other Reference Materials	4200	4,238.15	0.00	4,238.15
Materials and Supplies	4300	191,710.67	16,756.65	208,467.32
Noncapitalized Equipment	4400	92,663.07	0.00	92,663.07
Food	4700	0.00	139,537.89	139,537.89
Total, Books and Supplies		326,066.98	156,887.76	482,954.74
5. Services and Other Operating Expenditures	-	-	-	-
Subagreements for Services	5100	12,566.42	25,155.00	37,721.42
Travel and Conferences	5200	18,907.92	5,576.04	24,483.96
Dues and Memberships	5300	22,716.33	221.25	22,937.58
Insurance	5400	128,875.97	0.00	128,875.97
Operations and Housekeeping Services	5500	206,589.19	0.00	206,589.19
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	898,540.67	14,489.01	913,029.68
Transfers of Direct Costs	5700–5799	0.00	0.00	0.00

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137695
Community Montessori
San Diego County Office of Education

Description	Object Codes	Unrestricted	Restricted	Total
Professional/Consulting Services and Operating Expenditures	5800	716,698.49	128,508.05	845,206.54
Communications	5900	42,068.71	11,006.34	53,075.05
Total, Services and Other Operating Expenditures		2,046,963.70	184,955.69	2,231,919.39
6. Capital Outlay (Objects 6100–6170, 6200–6700 modified accrual basis only)	-	-	-	-
Land and Land Improvements	6100–6170	-	-	0.00
Buildings and Improvements of Buildings	6200	-	-	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	0.00
Equipment	6400	-	-	0.00
Equipment Replacement	6500	-	-	0.00
Lease Assets	6600	-	-	0.00
Subscription Assets	6700	-	-	0.00
Depreciation Expense (Accrual basis only)	6900	229,760.50	0.00	229,760.50
Amortization Expense - Lease Assets (Accrual basis only)	6910	0.00	0.00	0.00
Amortization Expense - Subscription Assets (Accrual basis only)	6920	0.00	0.00	0.00
Total, Capital Outlay		229,760.50	0.00	229,760.50
7. Other Outgo	-	-	-	-
Tuition to Other Schools	7110–7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other Local Educational Agencies (LEAs)	7211–7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Special Education	7221–7223SE	-	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221–7223AO	0.00	0.00	0.00
All Other Transfers	7281–7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300–7399	0.00	0.00	0.00
Debt Service:	-	-	-	-
Interest	7438	0.00	0.00	0.00
Principal (For modified accrual basis only)	7439	-	-	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. Total Expenditures		8,581,129.25	1,850,998.16	10,432,127.41
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses (A5 - B8)		1,406,353.04	(224,328.68)	1,182,024.36
D. Other Financing Sources/Uses				
1. Other Sources	8930–8979	0.00	0.00	0.00
2. Less: Other Uses	7630–7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980–8999	(250,000.00)	250,000.00	0.00

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137695
Community Montessori
San Diego County Office of Education

Description	Object Codes	Unrestricted	Restricted	Total
4. Total Other Financing Sources/Uses		(250,000.00)	250,000.00	0.00
E. Net Increase (Decrease) in Fund Balance/Net Position (C + D4)		1,156,353.04	25,671.32	1,182,024.36
F. Fund Balance/Net Position				
1. Beginning Fund Balance/Net Position	-	-	-	-
a. As of July 1	9791	6,110,895.54	105,894.90	6,216,790.44
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00
c. Adjusted Beginning Fund Balance/Net Position		6,110,895.54	105,894.90	6,216,790.44
2. Ending Fund Balance/Net Position, June 30 (E + F1c)		7,267,248.58	131,566.22	7,398,814.80
Components of Ending Fund Balance (Modified Accrual Basis only)	-	-	-	-
a. Nonspendable	-	-	-	-
1. Revolving Cash (equals Object 9130)	9711	-	-	0.00
2. Stores (equals Object 9320)	9712	-	-	0.00
3. Prepaid Expenditures (equals Object 9330)	9713	-	-	0.00
4. All Others	9719	-	-	0.00
b. Restricted	9740	-	-	0.00
c. Committed	-	-	-	-
1. Stabilization Arrangements	9750	-	-	0.00
2. Other Commitments	9760	-	-	0.00
d. Assigned	9780	-	-	0.00
e. Unassigned/Unappropriated	-	-	-	-
1. Reserve for Economic Uncertainties	9789	-	-	0.00
2. Unassigned/Unappropriated Amount	9790M	-	-	0.00
3. Components of Ending Net Position (Accrual Basis only)	-	-	-	-
a. Net Investment in Capital Assets	9796	0.00	0.00	0.00
b. Restricted Net Position	9797	-	131,566.22	131,566.22
c. Unrestricted Net Position	9790A	7,267,248.58	0.00	7,267,248.58
G. Assets				
1. Cash	-	-	-	-
a. In County Treasury	9110	1,232,597.93	3,579.22	1,236,177.15
b. Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
c. In Banks	9120	1,110,639.64	0.00	1,110,639.64
d. In Revolving Fund	9130	0.00	0.00	0.00
e. With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
f. Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	1,637,111.34	127,987.00	1,765,098.34

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137695
Community Montessori
San Diego County Office of Education

Description	Object Codes	Unrestricted	Restricted	Total
4. Due from Grantor Governments	9290	0.00	0.00	0.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	194,483.12	0.00	194,483.12
7. Other Current Assets	9340	35,758.02	0.00	35,758.02
8. Lease Receivable	9380	2,260,749.26	0.00	2,260,749.26
9. Capital Assets (accrual basis only)	9400–9489	4,597,069.82	0.00	4,597,069.82
10. Total, Assets		11,068,409.13	131,566.22	11,199,975.35
H. Deferred Outflows of Resources				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. Total, Deferred Outflows		0.00	0.00	0.00
I. Liabilities				
1. Accounts Payable	9500	435,758.07	0.00	435,758.07
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	995,816.54	0.00	995,816.54
4. Unearned Revenue	9650	0.00	0.00	0.00
5. Long-Term Liabilities (accrual basis only)	9660–9669	2,369,585.94	0.00	2,369,585.94
6. Total, Liabilities		3,801,160.55	0.00	3,801,160.55
J. Deferred Inflows of Resources				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. Total, Deferred Inflows		0.00	0.00	0.00
K. Fund Balance/Net Position				
Ending Fund Balance/Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		7,267,248.58	131,566.22	7,398,814.80

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137695
Community Montessori
San Diego County Office of Education

L. Federal Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Requirement - July 1, 2025 to June 30, 2026

County: San Diego

Charter Number: 1947

Note: If your charter school received federal funding, as reported in Section A2, the following additional information must be provided in order for the CDE to calculate compliance with the Federal ESSA MOE Requirement:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "None")	Capital Outlay (\$)	Debt Service (\$)	Total
a.			0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
Total Federal Revenues Used for Capital Outlay and Debt Service	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Expenditures	Object Codes	Amount (\$) (Enter "0.00" if none)
a. Certificated Salaries	1000–1999	
b. Noncertificated Salaries	2000–2999	
c. Employee Benefits	3000–3999	
d. Books and Supplies	4000–4999	
e. Services and Other Operating Expenditures	5000–5999	
Total Community Services Expenditures		0.00

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137695
Community Montessori
San Diego County Office of Education

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Date of Presidential Disaster Declaration (MM/DD/YYYY)	Brief Description (If no amounts, indicate "None")	Amount (\$)
a.		
b.		
c.		
d.		
Total Supplemental Expenditures (Should not be Negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2024–25 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2027–28.

Description	Amount (\$)
a. Total Expenditures (B8)	10,432,127.41
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	178,502.74
c. Subtotal of State & Local Expenditures [a minus b]	10,253,624.67
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600, 6700, 6910 and 6920]	229,760.50
f. Less Supplemental Expenditures made as the result of a Presidentially Declared Disaster	0.00
Total State & Local Expenditures Subject to MOE [c minus d minus e minus f]	10,023,864.17

Coversheet

Consideration of FY25-26 Unaudited Actuals

Section: XII. Action Item(s) for Dimensions Collaborative School
Item: A. Consideration of FY25-26 Unaudited Actuals
Purpose: Vote
Submitted by: Doug Miller
Related Material: 37-10371-0137752_A_G8AT7Y84J1_ALT_UA.pdf

BACKGROUND:

Charter Schools must submit their budgets to the chartering authority and their county office of education, Education code 47604.33:

- By July 1st for adopted budget.
- On or before December 15th, for first interim financial report. This report shall reflect changes through October 31st
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31st
- On or before September 15th, a final unaudited report for the full prior year.

The FY 2025-2026 Unaudited Actuals show a deficit of \$564,845.14

RECOMMENDATION:

Approve the FY 2025-2026 Unaudited Actuals

ALT - Charter School Unaudited Actuals Financial Report — Alternative Form

July 1, 2025 to June 30, 2026

Local Educational Agency (LEA): Dimensions Collaborative
Charter Number: 1946
County: San Diego
Oversight Entity: San Diego County Office of Education
Fiscal Year and Reporting Period: 2025–26 Unaudited Actuals

County District School (CDS) Number: 37 10371 0137752
Dataset Submission Number: G8AT7Y84J1 (2025–26)

California Department of Education (CDE)
Standardized Account Code Structure (SACS) Web Financial Reporting System,
System Version SACS V16
Form ALT, Form Version 11 (FV11)

Printed: 09/09/2026 01:10 PM

Note: In this document, non-shaded cells within tables that contain a dash ('-') represent instances where no data is displayed. Cells within tables that contain a dash ('-') and are shaded gray represent instances where the system does not allow data entry. Individuals experiencing difficulties with this document can contact the Financial Accountability & Information Services Office of the School Fiscal Services Division at sacsweb@cde.ca.gov.

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137752
Dimensions Collaborative
San Diego County Office of Education

Charter School Certification - July 1, 2025 to June 30, 2026

County: San Diego

Charter Number: 1946

Note: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Name: Roxanna Travers	Name: Kristin Armatis	Name: Douglas Miller
Title: Financial Accounting & Data Support Manager	Title: Executive Director, Charter School Services	Title: CBO
Telephone: 858-295-6700	Telephone: 858-295-6665	Telephone: 760-743-5815
Email address: roxanna.travers@sdcoe.net	Email address: kristin.armatis@sdcoe.net	Email address: dmiller@myelement.org

To the Entity that Approved the Charter School:

2025–26 Charter School Unaudited Actuals Financial Report — Alternative Form:

- ☒ **(Selected)** This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Charter School Official:

Signature (Original Signature Required): _____

Date (MM/DD/YYYY): 09/08/2026

Printed Name: Douglas Miller

Title: CBO

To the County Superintendent of Schools:

2025–26 Charter School Unaudited Actuals Financial Report — Alternative Form:

- ☐ (Unselected) This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Authorized Representative of Charter Approving Entity:

Signature (Original Signature Required): _____

Date (MM/DD/YYYY):

Printed Name:

Title:

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137752
Dimensions Collaborative
San Diego County Office of Education

To the Superintendent of Public Instruction:

2025–26 Charter School Unaudited Actuals Financial Report — Alternative Form:

- ☐ (Unselected) This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

County Superintendent/Designee:

Signature (*Original Signature Required*): _____

Date (MM/DD/YYYY): _____

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137752
Dimensions Collaborative
San Diego County Office of Education

Alternative Form - July 1, 2025 to June 30, 2026

County: San Diego

Charter Number: 1946

This charter school uses the following basis of accounting: (Select one)

(X) (Selected) Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900–6920, 7438, 9400–9489, 9660–9669, 9796, and 9797)

() (Unselected) Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100–6170, 6200–6700, 7438, 7439, and 9711–9789)

Description	Object Codes	Unrestricted	Restricted	Total
A. Revenues				
1. Local Control Funding Formula (LCFF) Sources	-	-	-	-
State Aid - Current Year	8011	6,161,227.00	-	6,161,227.00
Education Protection Account State Aid - Current Year	8012	104,778.00	-	104,778.00
State Aid - Prior Years	8019	0.00	-	0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	319,278.00	-	319,278.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		6,585,283.00	0.00	6,585,283.00
2. Federal Revenues (See note in Section L)	-	-	-	-
Every Student Succeeds Act	8290	-	3,224.00	3,224.00
Special Education - Federal	8181, 8182	-	97,385.00	97,385.00
Child Nutrition - Federal	8220	-	12,831.49	12,831.49
Donated Food Commodities	8221	-	0.00	0.00
Other Federal Revenues	8110, 8260–8299	0.00	0.00	0.00
Total, Federal Revenues		0.00	113,440.49	113,440.49
3. Other State Revenues (StateRev)	-	-	-	-
Special Education (SE) - State	StateRevSE	-	484,475.00	484,475.00
All Other (AO) State Revenues	StateRevAO	129,910.49	512,997.63	642,908.12
Total, Other State Revenues		129,910.49	997,472.63	1,127,383.12
4. Other Local Revenues (LocalRev)	-	-	-	-
All Other Local Revenues	LocalRevAO	115,206.01	0.00	115,206.01
Total, Local Revenues		115,206.01	0.00	115,206.01
5. Total Revenues		6,830,399.50	1,110,913.12	7,941,312.62
B. Expenditures (See note in Section L)				
1. Certificated Salaries	-	-	-	-
Certificated Teachers' Salaries	1100	2,284,162.45	483,214.34	2,767,376.79
Certificated Pupil Support Salaries	1200	0.00	131,725.73	131,725.73

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137752
Dimensions Collaborative
San Diego County Office of Education

Description	Object Codes	Unrestricted	Restricted	Total
Certificated Supervisors' and Administrators' Salaries	1300	352,000.84	70,290.05	422,290.89
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		2,636,163.29	685,230.12	3,321,393.41
2. Noncertificated Salaries	-	-	-	-
Noncertificated Instructional Salaries	2100	121,153.40	47,773.84	168,927.24
Noncertificated Support Salaries	2200	72,055.07	123,303.58	195,358.65
Noncertificated Supervisors' and Administrators' Salaries	2300	299,092.57	0.00	299,092.57
Clerical, Technical and Office Salaries	2400	365,835.60	23,217.46	389,053.06
Other Noncertificated Salaries	2900	47,901.91	0.00	47,901.91
Total, Noncertificated Salaries		906,038.55	194,294.88	1,100,333.43
3. Employee Benefits	-	-	-	-
State Teachers' Retirement System (STRS)	3101–3102	490,641.84	129,267.91	619,909.75
Public Employees' Retirement System (PERS)	3201–3202	0.00	0.00	0.00
Social Security Taxes (OASDI)/Medicare/Alternative	3301–3302	103,269.54	22,456.93	125,726.47
Health and Welfare Benefits	3401–3402	351,381.03	103,633.73	455,014.76
Unemployment Insurance	3501–3502	6,894.03	1,672.67	8,566.70
Workers' Compensation Insurance	3601–3602	22,692.61	5,634.48	28,327.09
Postemployment Benefits Other Than Pension (OPEB), Allocated	3701–3702	0.00	0.00	0.00
OPEB, Active Employees	3751–3752	0.00	0.00	0.00
Other Employee Benefits	3901–3902	58,554.83	8,324.06	66,878.89
Total, Employee Benefits		1,033,433.88	270,989.78	1,304,423.66
4. Books and Supplies	-	-	-	-
Approved Textbooks and Core Curricula Materials	4100	162,974.22	1,093.43	164,067.65
Books and Other Reference Materials	4200	6,305.57	199.95	6,505.52
Materials and Supplies	4300	391,654.59	45,071.61	436,726.20
Noncapitalized Equipment	4400	68,619.72	0.00	68,619.72
Food	4700	0.00	29,295.93	29,295.93
Total, Books and Supplies		629,554.10	75,660.92	705,215.02
5. Services and Other Operating Expenditures	-	-	-	-
Subagreements for Services	5100	316,365.78	88,767.87	405,133.65
Travel and Conferences	5200	15,993.97	3,440.42	19,434.39
Dues and Memberships	5300	18,889.82	153.75	19,043.57
Insurance	5400	86,552.13	0.00	86,552.13
Operations and Housekeeping Services	5500	52,402.37	0.00	52,402.37
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	624,832.11	40,174.60	665,006.71
Transfers of Direct Costs	5700–5799	0.00	0.00	0.00

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137752
Dimensions Collaborative
San Diego County Office of Education

Description	Object Codes	Unrestricted	Restricted	Total
Professional/Consulting Services and Operating Expenditures	5800	427,340.25	263,009.87	690,350.12
Communications	5900	37,301.28	7,581.23	44,882.51
Total, Services and Other Operating Expenditures		1,579,677.71	403,127.74	1,982,805.45
6. Capital Outlay (Objects 6100–6170, 6200–6700 modified accrual basis only)	-	-	-	-
Land and Land Improvements	6100–6170	-	-	0.00
Buildings and Improvements of Buildings	6200	-	-	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	0.00
Equipment	6400	-	-	0.00
Equipment Replacement	6500	-	-	0.00
Lease Assets	6600	-	-	0.00
Subscription Assets	6700	-	-	0.00
Depreciation Expense (Accrual basis only)	6900	91,986.79	0.00	91,986.79
Amortization Expense - Lease Assets (Accrual basis only)	6910	0.00	0.00	0.00
Amortization Expense - Subscription Assets (Accrual basis only)	6920	0.00	0.00	0.00
Total, Capital Outlay		91,986.79	0.00	91,986.79
7. Other Outgo	-	-	-	-
Tuition to Other Schools	7110–7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other Local Educational Agencies (LEAs)	7211–7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Special Education	7221–7223SE	-	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221–7223AO	0.00	0.00	0.00
All Other Transfers	7281–7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300–7399	0.00	0.00	0.00
Debt Service:	-	-	-	-
Interest	7438	0.00	0.00	0.00
Principal (For modified accrual basis only)	7439	-	-	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. Total Expenditures		6,876,854.32	1,629,303.44	8,506,157.76
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses (A5 - B8)		(46,454.82)	(518,390.32)	(564,845.14)
D. Other Financing Sources/Uses				
1. Other Sources	8930–8979	0.00	0.00	0.00
2. Less: Other Uses	7630–7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980–8999	(500,000.00)	500,000.00	0.00

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137752
Dimensions Collaborative
San Diego County Office of Education

Description	Object Codes	Unrestricted	Restricted	Total
4. Total Other Financing Sources/Uses		(500,000.00)	500,000.00	0.00
E. Net Increase (Decrease) in Fund Balance/Net Position (C + D4)		(546,454.82)	(18,390.32)	(564,845.14)
F. Fund Balance/Net Position				
1. Beginning Fund Balance/Net Position	-	-	-	-
a. As of July 1	9791	4,900,623.97	132,661.86	5,033,285.83
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00
c. Adjusted Beginning Fund Balance/Net Position		4,900,623.97	132,661.86	5,033,285.83
2. Ending Fund Balance/Net Position, June 30 (E + F1c)		4,354,169.15	114,271.54	4,468,440.69
Components of Ending Fund Balance (Modified Accrual Basis only)	-	-	-	-
a. Nonspendable	-	-	-	-
1. Revolving Cash (equals Object 9130)	9711	-	-	0.00
2. Stores (equals Object 9320)	9712	-	-	0.00
3. Prepaid Expenditures (equals Object 9330)	9713	-	-	0.00
4. All Others	9719	-	-	0.00
b. Restricted	9740	-	-	0.00
c. Committed	-	-	-	-
1. Stabilization Arrangements	9750	-	-	0.00
2. Other Commitments	9760	-	-	0.00
d. Assigned	9780	-	-	0.00
e. Unassigned/Unappropriated	-	-	-	-
1. Reserve for Economic Uncertainties	9789	-	-	0.00
2. Unassigned/Unappropriated Amount	9790M	-	-	0.00
3. Components of Ending Net Position (Accrual Basis only)	-	-	-	-
a. Net Investment in Capital Assets	9796	0.00	0.00	0.00
b. Restricted Net Position	9797	-	114,271.54	114,271.54
c. Unrestricted Net Position	9790A	4,354,169.15	0.00	4,354,169.15
G. Assets				
1. Cash	-	-	-	-
a. In County Treasury	9110	1,734,207.16	22,828.54	1,757,035.70
b. Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
c. In Banks	9120	1,810,256.62	0.00	1,810,256.62
d. In Revolving Fund	9130	0.00	0.00	0.00
e. With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
f. Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	899,346.95	91,443.00	990,789.95

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137752
Dimensions Collaborative
San Diego County Office of Education

Description	Object Codes	Unrestricted	Restricted	Total
4. Due from Grantor Governments	9290	0.00	0.00	0.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	127,423.35	0.00	127,423.35
7. Other Current Assets	9340	96,961.73	0.00	96,961.73
8. Lease Receivable	9380	980,720.84	0.00	980,720.84
9. Capital Assets (accrual basis only)	9400–9489	92,938.13	0.00	92,938.13
10. Total, Assets		5,741,854.78	114,271.54	5,856,126.32
H. Deferred Outflows of Resources				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. Total, Deferred Outflows		0.00	0.00	0.00
I. Liabilities				
1. Accounts Payable	9500	327,375.01	0.00	327,375.01
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	0.00	0.00	0.00
5. Long-Term Liabilities (accrual basis only)	9660–9669	1,060,310.62	0.00	1,060,310.62
6. Total, Liabilities		1,387,685.63	0.00	1,387,685.63
J. Deferred Inflows of Resources				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. Total, Deferred Inflows		0.00	0.00	0.00
K. Fund Balance/Net Position				
Ending Fund Balance/Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		4,354,169.15	114,271.54	4,468,440.69

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137752
Dimensions Collaborative
San Diego County Office of Education

L. Federal Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Requirement - July 1, 2025 to June 30, 2026

County: San Diego

Charter Number: 1946

Note: If your charter school received federal funding, as reported in Section A2, the following additional information must be provided in order for the CDE to calculate compliance with the Federal ESSA MOE Requirement:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "None")	Capital Outlay (\$)	Debt Service (\$)	Total
a.			0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
Total Federal Revenues Used for Capital Outlay and Debt Service	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Expenditures	Object Codes	Amount (\$) (Enter "0.00" if none)
a. Certificated Salaries	1000–1999	
b. Noncertificated Salaries	2000–2999	
c. Employee Benefits	3000–3999	
d. Books and Supplies	4000–4999	
e. Services and Other Operating Expenditures	5000–5999	
Total Community Services Expenditures		0.00

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 37 10371 0137752
Dimensions Collaborative
San Diego County Office of Education

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Date of Presidential Disaster Declaration (MM/DD/YYYY)	Brief Description (If no amounts, indicate "None")	Amount (\$)
a.		
b.		
c.		
d.		
Total Supplemental Expenditures (Should not be Negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2024–25 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2027–28.

Description	Amount (\$)
a. Total Expenditures (B8)	8,506,157.76
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	113,440.49
c. Subtotal of State & Local Expenditures [a minus b]	8,392,717.27
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600, 6700, 6910 and 6920]	91,986.79
f. Less Supplemental Expenditures made as the result of a Presidentially Declared Disaster	0.00
Total State & Local Expenditures Subject to MOE [c minus d minus e minus f]	8,300,730.48

Coversheet

Consideration of the Revised DCS Health Course Description

Section: XII. Action Item(s) for Dimensions Collaborative School
Item: B. Consideration of the Revised DCS Health Course Description
Purpose: Vote
Submitted by: Terri Novacek
Related Material: Course Description.Health.2026.pdf

BACKGROUND:

DCS has always had a Health course, but it does not meet all the requirements of SB 224.

Key SB 224 additions reflected in revision:

- Healthy relationships, consent, and communication
- Comprehensive sexual health and HIV prevention education
- Sexual harassment, assault, abuse, and trafficking awareness
- Help-seeking skills and access to community resources

RECOMMENDATION:

Approve the revised DCS Health Course Description.

Course Title: Health

Subject Area: Elective Grade Levels: 9-12

Pre-Requisites: None

Unit Value: 5

Is this course repeatable? No

Does this course meet A-G requirements? No

A. BRIEF COURSE DESCRIPTION

This course is designed to help students develop the knowledge and skills necessary to achieve lifelong health and well-being. Students examine physical, mental, emotional, social, and sexual health; practice decision-making, communication, consent, boundary-setting, and help-seeking skills; evaluate health information and resources; and develop behaviors that promote healthy relationships and personal safety. In alignment with California SB 224 and the California Healthy Youth Act, content includes comprehensive sexual health and HIV prevention education, adolescent growth and development, healthy relationships, sexual harassment, sexual assault, abuse, trafficking awareness, injury prevention, substance-use prevention, mental health, and community health resources. Students complete Hands-Only CPR training during the course or provide documentation of equivalent high school training. This course satisfies the Health graduation requirement.

B. COURSE CONTENT

1. Goals and/or Major Student Outcomes

Develop the knowledge, skills, and habits necessary to make informed decisions that promote lifelong physical, mental, emotional, social, and sexual health.

Demonstrate an understanding of human body systems, growth and development, disease prevention, and strategies for maintaining overall wellness.

Analyze the role of nutrition, physical activity, sleep, and other health practices in supporting personal well-being and preventing chronic disease.

Develop an understanding of healthy relationships, family life, child development, and the responsibilities associated with parenting, caregiving, and family decision-making.

Build mental health literacy by learning about the signs and symptoms of common mental health challenges, factors that promote resilience and well-being, and strategies for managing stress and supporting oneself and others.

Identify school, community, and professional resources that support mental, emotional, and physical health, and demonstrate how to seek help for themselves or others when needed.

Evaluate health information, products, services, and resources using evidence-based criteria to make responsible health decisions.

Demonstrate communication, advocacy, and decision-making skills that contribute to safe, respectful, and healthy relationships and communities.

2. Course Objectives

1. Students will develop an understanding of the components of a healthy lifestyle and evaluate how daily choices impact physical, mental, emotional, and social well-being.
2. Students will analyze the relationship between physical fitness, nutrition, sleep, stress management, and overall health, and identify strategies for maintaining lifelong wellness.
3. Students will explain the structure and function of major body systems, including the skeletal, muscular, endocrine, nervous, circulatory, respiratory, and other body systems, and describe how these systems contribute to overall health.
4. Students will examine the causes, prevention, and treatment of infectious and noninfectious diseases, including HIV, other sexually transmitted infections (STIs), and selected genetic disorders, while evaluating behaviors that support disease prevention and health promotion.
5. Students will analyze the effects of alcohol, tobacco, nicotine, vaping products, and other drugs on physical and mental health, and identify prevention, intervention, treatment, and recovery resources.
6. Students will evaluate health care products, services, and resources, and develop skills to make informed decisions about personal and community health.
7. Students will develop mental health literacy by:
 - Understanding the characteristics of positive mental health and wellness;
 - Recognizing signs and symptoms of common mental health challenges, including anxiety, depression, trauma-related conditions, eating disorders, and other behavioral health concerns;
 - Identifying protective factors such as resilience, supportive relationships, self-awareness, self-esteem, and healthy coping strategies; and
 - Practicing skills that promote emotional well-being and stress management.
8. Students will learn how to recognize when they or others may need support and how to access school, community, and professional mental health resources, including crisis intervention and prevention services.
9. Students will analyze the influence of family, culture, media, peers, and community on health behaviors and mental well-being, and develop communication and decision-making skills that support healthy relationships.

10. Students will examine family health, human development, child development, and the legal, financial, and personal responsibilities associated with parenting, caregiving, and family life.
11. Students will learn about oral health, vision, hearing, and preventive health practices that contribute to lifelong wellness.
12. Students will examine environmental, community, and public health issues and evaluate strategies that promote personal safety and community well-being.
13. Students will demonstrate proficiency in Hands-Only CPR and explain the role of emergency response skills in protecting individual and community health.

C. COURSE OUTLINE

Unit I: Foundations of Health and Wellness

A. Understanding Health

1. Dimensions of health and wellness
 - Physical health
 - Mental and emotional health
 - Social health
 - Environmental health
2. Factors that Influence Health
 - Personal values and beliefs
 - Family, culture, and community influences
 - Risk and protective factors
 - Health disparities and access to care
3. Making Healthy Decisions
 - Communication skills
 - Goal setting
 - Decision-making processes
 - Self-advocacy
4. Building Resilience and Well-Being
 - Self-esteem and self-awareness
 - Coping skills
 - Stress management
 - Healthy relationships and support systems

Unit II: Physical Fitness, Nutrition, and Disease Prevention

A. Physical Activity and Fitness

1. Components of physical fitness
2. Aerobic and anaerobic exercise
3. Strength, flexibility, and endurance
4. Cross-training and personal fitness planning

5. Relationship between physical activity and mental health

B. Nutrition and Healthy Living

1. Nutrient functions
 - Carbohydrates
 - Proteins
 - Fats
 - Vitamins and minerals
 - Water
2. Healthy eating patterns
3. Reading food labels
4. Weight management
5. Eating disorders and body image
6. Nutrition's impact on physical and mental wellness

Unit III: Human Growth, Development, and Body Systems

A. Human Body Systems

1. Skeletal and muscular systems
2. Nervous and endocrine systems
3. Circulatory and respiratory systems
4. Digestive and excretory systems
5. Immune system

B. Human Growth and Development

1. Lifespan development
2. Adolescence and puberty
3. Reproductive anatomy and physiology
4. Physical, emotional, and social development
5. Understanding healthy body image

Unit IV: Disease Prevention and Community Health

A. Infectious Diseases

1. Disease transmission
2. Prevention strategies
3. Vaccinations and immunization
4. Personal health practices

B. Sexually Transmitted Infections (STIs)

1. HIV and AIDS
2. Common STIs
3. Prevention and risk reduction
4. Testing and treatment resources

C. Noninfectious Diseases

1. Cardiovascular disease
2. Cancer
3. Diabetes

4. Lifestyle factors and prevention

D. Genetic Conditions

1. Sickle-cell anemia
2. Down syndrome
3. Cystic fibrosis
4. Tay-Sachs disease

E. Community and Public Health

1. Public health systems
2. Health promotion
3. Accessing reliable health information
4. Health care services and resources

Unit V: Mental Health and Emotional Well-Being

A. Understanding Mental Health

1. Mental health as part of overall health
2. Characteristics of positive mental health
3. Mental health across the lifespan
4. Reducing stigma surrounding mental illness

B. Mental Health Challenges

1. Anxiety disorders
2. Depression
3. Trauma and stress-related conditions
4. Eating disorders
5. Substance use disorders
6. Other common mental health conditions

C. Protective Factors and Resilience

1. Positive relationships
2. School and community connectedness
3. Problem-solving skills
4. Self-esteem and self-efficacy
5. Healthy coping strategies

D. Seeking Help and Supporting Others

1. Warning signs of mental health concerns
2. How to seek help for yourself or others
3. School-based supports
4. Community mental health services
5. Crisis intervention resources

E. Suicide Prevention Awareness

1. Risk factors and warning signs
2. Protective factors
3. How to respond when concerned about someone
4. Accessing professional support and emergency resources

Unit VI: Alcohol, Tobacco, Nicotine, and Other Drugs

A. Substance Use and Abuse

1. Tobacco and nicotine products
2. Vaping and electronic nicotine delivery systems
3. Alcohol
4. Prescription drug misuse
5. Cannabis and other drugs
6. Stimulants, depressants, narcotics, and hallucinogens

B. Effects on Health

1. Physical health consequences
2. Mental health impacts
3. Effects on judgment and decision-making
4. Addiction and dependency

C. Prevention, Treatment, and Recovery

1. Risk and protective factors
2. Treatment options
3. Recovery and support systems
4. Community resources

Unit VII: Safety, Injury Prevention, and Emergency Response

A. Personal Safety

1. Injury prevention at home
2. Community safety
3. Transportation safety
4. Digital and online safety

B. Environmental Health and Safety

1. Environmental hazards
2. Emergency preparedness
3. Community health and safety

C. First Aid and Emergency Response

1. First aid basics
2. Poisoning prevention and response
3. Choking response
4. Hands-Only CPR certification and practice

Unit VIII: Healthy Relationships, Family Life, and Future Planning

A. Healthy Relationships

1. Communication skills
2. Respect and boundaries
3. Conflict resolution
4. Consent and personal responsibility

5. Identifying healthy and unhealthy relationship behaviors

B. Family Health

1. Family dynamics
2. Family influences on health
3. Building supportive relationships

C. Child Development and Parenting

1. Stages of child development
2. Responsibilities of parenting
3. Financial responsibilities of raising children
4. Legal responsibilities of parents and guardians

D. Life Planning and Goal Setting

1. Educational and career planning
2. Financial wellness
3. Building a healthy future

Unit IX: Personal Health Care

A. Preventive Health Care

1. Health screenings
2. Oral health
3. Vision care
4. Hearing health
5. Skin, hair, and nail health

B. Consumer Health

1. Evaluating health products and services
2. Accessing reliable health information
3. Navigating health care systems

Coversheet

Consideration of Revised Personal Finance Course Description

Section: XII. Action Item(s) for Dimensions Collaborative School
Item: C. Consideration of Revised Personal Finance Course Description
Purpose: Vote
Submitted by: Terri Novacek
Related Material: Personal Finance.2026.AB1871 (1).pdf

BACKGROUND:

The DCS Personal Finance course description was last revised in 2024. Since that time, AB 1871 was brought into law which added more requirements. The current course already covers many of the topics, but it would benefit from stronger, more explicit language regarding filing taxes, managing debt, borrowing money, comparing loan products, financing postsecondary education, and consumer protections.

To ensure our course provides adequate guidance to meet California's Personal Finance Graduation Requirement, the revised course description and objectives explicitly address the required competencies, including budgeting, banking, saving, investing, taxes, credit, debt management, student loans, consumer loans, financing higher education, insurance, and financial decision-making.

RECOMMENDATION:

Approve revised Personal Finance Course Description.

DCS Course Description

Element Education, Inc. 1441 Montiel Road #143 Escondido, CA 92026

Course Title: Personal Finance

Subject Area: Elective

Grade Levels: 9-12

Pre-Requisites: N/A

Unit Value: 5

Is this course repeatable? No

Does this course meet A-G requirements? Yes

Brief Course Description

Personal Finance is a comprehensive financial literacy course designed to equip students with the knowledge and skills necessary to make informed financial decisions throughout their lives. Through the application of mathematical concepts to real-world financial situations, students will develop competencies in earning income, budgeting, banking, saving, investing, managing credit and debt, understanding taxes, evaluating insurance needs, and planning for future financial goals.

Students will learn to create and manage personal and household budgets, analyze paychecks and employee benefits, use checking and savings accounts, compare financial institutions and financial products, file basic income tax returns, and evaluate the costs and benefits of borrowing money. The course includes instruction on responsible use of credit, credit scores and reports, consumer and student loans, interest rates, debt repayment strategies, and consumer protection laws. Students will also explore financing postsecondary education, career planning, retirement planning, wealth building, estate planning, and investment strategies.

By applying financial decision-making skills to authentic scenarios, students will develop the financial capability needed to successfully navigate major life decisions, avoid common financial pitfalls, and achieve long-term financial well-being.

Course Goals/Major Student Outcomes:

Students will become proficient and demonstrate the ability to:

1. Analyze sources of income, compensation, employee benefits, and payroll deductions.
2. Develop and maintain realistic personal and household budgets.
3. Manage checking, savings, and other financial accounts responsibly.
4. Complete and interpret basic income tax forms and understand tax obligations.
5. Evaluate credit products, loans, interest rates, and debt repayment options.

Course List Contact:

Dimensions Academic Counselor

dcscounselor@dimensions.org

DCS Course Description

Element Education, Inc. 1441 Montiel Road #143 Escondido, CA 92026

6. Compare financing options for higher education, housing, transportation, and major purchases.
7. Understand and manage credit scores, credit reports, and consumer debt.
8. Assess personal risk and evaluate appropriate insurance coverage.
9. Build wealth through saving, investing, retirement planning, and compound growth strategies.
10. Apply financial decision-making and consumer protection principles to real-world situations.

Course Objectives/Standards:

Financial Responsibility and Decision Making

Students will:

- Take responsibility for personal financial decisions.
- Evaluate financial information from a variety of sources.
- Apply financial decision-making models to real-life situations.
- Summarize federal and state consumer protection laws.
- Analyze the long-term consequences of financial choices.
- Identify and avoid financial fraud, scams, and predatory lending practices.

Income, Careers, and Taxes

Students will:

- Identify sources of personal income.
- Analyze career pathways and earnings potential.
- Interpret pay stubs and employee benefit statements.
- Calculate gross pay, net pay, overtime pay, and payroll deductions.
- Explain federal and state income taxes.
- Complete a basic tax return using realistic financial scenarios.
- Understand tax withholding, tax credits, deductions, and refunds.

Budgeting, Banking, and Money Management

Students will:

- Develop personal and household spending plans.
- Create short-term and long-term financial goals.
- Establish and maintain a budget.
- Compare checking, savings, and other financial account options.
- Reconcile financial records and bank statements.
- Evaluate payment methods including cash, checks, debit cards, credit cards, and digital payments.

Course List Contact:

Dimensions Academic Counselor

dcscounselor@dimensions.org

DCS Course Description

Element Education, Inc. 1441 Montiel Road #143 Escondido, CA 92026

- Apply consumer skills to purchasing decisions.
- Demonstrate responsible use of financial services.

Credit, Loans, and Debt Management

Students will:

- Evaluate the costs and benefits of using credit.
- Understand the role of credit scores and credit reports.
- Compare credit card terms and borrowing costs.
- Analyze the features of consumer, automobile, housing, and student loans.
- Calculate interest, monthly payments, and total repayment costs.
- Evaluate debt repayment strategies.
- Identify methods for avoiding excessive debt and correcting credit problems.
- Summarize consumer credit laws and borrower rights.

Risk Management and Insurance

Students will:

- Identify financial risks and risk-management strategies.
- Compare insurance products and coverage options.
- Explain the purposes of auto, health, disability, renters, homeowners, and life insurance.
- Evaluate insurance costs, deductibles, and policy benefits.

Saving, Investing, and Financial Planning

Students will:

- Explain the importance of emergency savings.
- Analyze the power of compound interest over time.
- Compare savings and investment vehicles.
- Evaluate stocks, bonds, mutual funds, ETFs, and retirement accounts.
- Understand diversification and investment risk.
- Analyze the tax implications of investment decisions.
- Develop long-term financial and retirement plans.
- Explain the basic elements of estate planning, wills, and trusts.

Unit Summaries & Key Assignments

Unit 1: Economic and Financial Foundations

- What Is Economics?

Course List Contact:

Dimensions Academic Counselor

dcscounselor@dimensions.org

DCS Course Description

Element Education, Inc. 1441 Montiel Road #143 Escondido, CA 92026

- Consumer Decision Making
- Financial Responsibility
- Government and the Economy
- Consumer Protection Laws
- Financial Fraud and Scams
- Global Economic Systems

Unit 2: Income, Taxes, Banking, and Money Management

- Career Planning and Earnings
- Understanding Paychecks and Employee Benefits
- Federal and State Income Taxes
- Filing Basic Tax Returns
- Financial Institutions and Banking Services
- Checking and Savings Accounts
- Budgeting and Financial Goal Setting
- Digital Banking and Payment Systems

Unit 3: Spending, Credit, Loans, and Insurance

- Smart Consumer Purchasing Decisions
- Consumer Credit and Credit Scores
- Credit Reports and Identity Protection
- Credit Cards and Interest
- Student Loans and Postsecondary Financing
- Auto Loans, Mortgages, and Consumer Loans
- Debt Management and Repayment Strategies
- Health, Auto, Property, and Life Insurance
- Housing Decisions: Renting vs. Homeownership
- Transportation Costs and Financing

Unit 4: Saving, Investing, and Planning for the Future

- Emergency Funds and Financial Security
- Saving and Investing
- Compound Interest and Wealth Building
- Retirement Planning
- Stocks, Bonds, Mutual Funds, and ETFs
- Investment Risk and Diversification
- Financing Postsecondary Education
- Estate Planning, Wills, and Trusts

Capstone Assignment:

Course List Contact:

Dimensions Academic Counselor

dcscounselor@dimensions.org

DCS Course Description

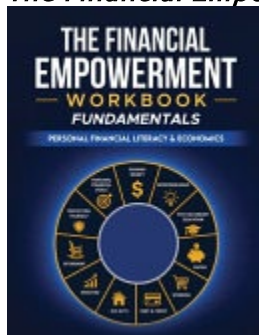
Element Education, Inc. 1441 Montiel Road #143 Escondido, CA 92026

Students will assume the role of an independent adult with a selected career and salary. Using realistic financial data, students will:

- Create a monthly and annual budget.
- Analyze a paycheck and calculate payroll deductions.
- Complete a simplified federal and California income tax return.
- Compare student loan, auto loan, and credit card borrowing options.
- Develop a debt repayment strategy.
- Select appropriate insurance products.
- Design a savings and investment plan.
- Present a comprehensive personal financial plan demonstrating responsible financial decision-making.

Recommended Texts & Supplemental Instructional Materials:

The Financial Empowerment Workbook: Fundamentals



[David G Gatchell](#)

Four Gifts Publishing, Jul 9, 2026 - [Business & Economics](#) - 298 pages

State-Adopted Recommended Materials:

CA Personal Finance Curriculum Guide: [CA Personal Finance Curriculum Guide.docx](#)

Additional Recommended Materials:

Next Gen Personal Finance (NGPF): Free, standards-aligned lesson plans, full-year and semester courses, and interactive math activities.

Everfi: Free, interactive digital financial literacy games and modules tailored for grades 9–12.

Course List Contact:

Dimensions Academic Counselor

dcscounselor@dimensions.org

DCS Course Description

Element Education, Inc. 1441 Montiel Road #143 Escondido, CA 92026

Khan Academy: Self-paced, independent personal finance units that students can complete online.

Consumer Financial Protection Bureau (CFPB): Unbiased educator tools, student guides, and classroom activities

Instructional Methods/Strategies:

Instruction will include but not be limited to the following techniques: vendor classes, lecture, lab, discussion, cooperative learning groups, readings, projects, field trips, graphic materials, computer material, library research, internet research, videos, CD Rom, oral reports, laboratory investigations, lab reports and presentations, term papers, biographies, Socratic questioning, drill, review questions, study guides, debate, guest speakers, model constructions, & use of scientific instrumentation.

Assessment Methods/Tools:

Assessment for this course will include but not be limited to the following techniques: unit and final exams, NLE I, quizzes, teacher evaluations of work, projects, participation, standardized tests, presentations, self and peer evaluation, research papers and biographies, portfolio and notebook of general principles and abstracts of reading done.

Note on Assessment: Exams and quizzes will be evaluated according to a conventional department approved percentage scale. Students must maintain at least an average of a C grade (at least 70%) to be considered proficient in the subject. Proficient students must be conversant in the subject. Proficient students must thoroughly complete lab procedures and corresponding lab reports; projects may be evaluated according to a rubric. All work will be evaluated on an objective basis based on articulated and communicated criteria.