



Connecting Waters Charter Schools

Regular Meeting of the Board of Directors

(A California Non-Profit Public Benefit Corporation)

Published on July 17, 2025 at 9:07 AM PDT
Amended on August 25, 2025 at 9:02 AM PDT

Date and Time

Thursday August 28, 2025 at 3:00 PM PDT

Location

Connecting Waters Central Valley Resource Center, Board Room
2300 E. Briggsmore Ave. Modesto, CA 95355

Additional Teleconference Locations:

- Connecting Waters East Bay Resource Center, Bay Bridge Room (Room 3)
703 C Street, Union City, CA 94587
- Connecting Waters Charter Schools, Back Classroom (Entrance is facing G Street)
12420 Bentley Street, Waterford, CA 95386
- Livestream link view only: <https://us02web.zoom.us/j/85271398615#success>

Agenda Posting Locations

This agenda was posted at least 72 hours prior to the meeting at the following locations: Connecting Waters Charter Schools, 12420 Bentley Street, Waterford, CA 95386; Connecting Waters Charter School Resource Center, 12705 Bentley Street, Waterford CA, 95386; Connecting Waters East Bay Resource Center, 703 C Street, Union City, CA 94587; Connecting Waters Central Valley Resource Center, 2300 E. Briggsmore Avenue, Modesto, CA 95355.

Instructions for Presentations to the Board by Parents and Citizens

Connecting Waters Charter Schools (“Schools”) welcomes your participation at the School’s Board meetings. The purpose of a public meeting of the Board of Directors (“Board”) is to conduct the affairs of the Schools in public. Your participation assures us of continuing community interest in our Schools. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

- 1. Agendas are available to all audience members at the door to the meeting.
- 2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Hearing of the Public.” “Hearing of the Public” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
- 3. You may also complete a “Request to Speak” form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your “Request to Speak” form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
- 4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
- 5. A member of the public requiring a translator will be provided twice the allotted time for public comment per individual speaker in accordance with Section 54954.3 of the Government Code.
- 6. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 12420 Bentley Street, Waterford, California

In compliance with the Americans with Disabilities Act (ADA) and upon request, Connecting Waters Charter Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications in order to participate in Board meetings are invited to contact the Executive Director’s office by calling (209) 874-1119 Ext. 6 as soon as possible prior to the meeting.

Agenda

Purpose

- I. Opening Items
 - A. Call the Meeting to Order
 - B. Roll Call

	Purpose
C. Oath of Office - New Board Members	
D. Approval of the August 28, 2025, Board of Directors Agenda	Vote
E. Pledge of Allegiance	
F. Hearing of the Public on Non-Agenda Items	
Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Complaints against specific school employees should be resolved through the school’s Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.	
G. Hearing of the Public on Agenda Items	
Agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give directions to staff following a presentation. Complaints against specific school employees should be resolved through the school’s Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.	

II. Administrative Reports

A. Facilities - Presented by Malinda Miller, Operations & Facilities Administrative Assistant	FYI
B. Student Testing Data - Presented by Curriculum and Accountability Director, Shoni Johnson	FYI
C. Human Resources and Financial Services - Presented by 9Dot	FYI

III. Directors' Reports

A. Executive Director's Report	FYI
B. Deputy Executive Director Spotlight	FYI

Purpose

IV. Consent Items

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member to be removed from the Consent Agenda for discussion, there will be no discussion of these items prior to the Board voting on them. The Executive Director and Board Chair recommend approval of all consent agenda items.

A. Approval of Amended Minutes - May 27, 2025 Regular Meeting

B. Approval of Minutes - June 10, 2025 Regular Meeting

C. Approval of Minutes - June 17, 2025 Special Meeting

D. Approval of New Hires List

- Teresa Echaide, Executive Administrative/Board Assistant
- Jason Wu, CWEB IT Technician
- Christine Holbrook, Student Records Coordinator/School Registrar
- Cheryl Nisperos, Occupational Therapist
- Jessica Weese, School Psychologist
- Natalie Ochoa, Occupational Therapist
- Josie Andrews, Education Specialist
- Amanda Arnold , Education Specialist
- Michelle Bicknell , Education Specialist
- April Bowen , Education Specialist
- Kourtney Delmanowski , Education Specialist
- Andrew Quist, Education Specialist
- Sara Silber, Education Specialist
- Melanie Sadorra, Education Specialist
- Haley Simmons, Education Specialist
- Cheri Braley, SGI (Tutor)
- Arazeli Castillo, Welcome Education Specialist
- Hector Vargas, Welcome Education Specialist
- Stacie Damato, Welcome Education Specialist

E. Approval of Separations List

- Suzanne Hickok, Grant Coordinator
- Sonia Moncada, Student Records Coordinator/Registrar

Purpose

- Morgan Hushaw, Web Content Editor

- F.** Approval of Resignation Letter from Board Member Ron Mayo
- G.** Approval of Resignation Letter from Board Member Bonnie Cerruti
- H.** Approval of the May 2025 Warrant Report from DMS for Connecting Waters Charter School
- I.** Approval of the May 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay
- J.** Approval of the May 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley
- K.** Approval of the June 2025 Warrant Report from DMS for Connecting Waters Charter School
- L.** Approval of the June 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay
- M.** Approval of the June 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley
- N.** Approval of the July 2025 Warrant Report from DMS for Connecting Waters Charter School
- O.** Approval of the July 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay
- P.** Approval of the July 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley
- Q.** Approval of the Treasurer's Report for May-June 2025
- R.** Summer Institute Stipend Memorandum of Understanding Between Connecting Waters Charter Schools and Connecting Waters Charter Schools Certificated Employees
- S.** Approval of Items on the Consent Agenda

Vote

V. Items Scheduled for Consideration and/or Action

- A.** Approval of the Connecting Waters Charter School 2024-2025 Unaudited Actuals

Vote

	Purpose
B. Approval of the Connecting Waters Charter School, East Bay 2024-2025 Unaudited Actuals	Vote
C. Approval of the Connecting Waters Charter School, Central Valley 2024-2025 Unaudited Actuals	Vote
D. Approval of the Decision for Connecting Waters Charter Schools to not Participate in the Consolidated Application (ConApp) for 2025-2026	Vote
E. Approval of the Connecting Waters Charter Schools 2025-2026 Employee Handbook	Vote
F. Approval of the Connecting Waters Charter Schools Workplace Violence Prevention Plan	Vote
G. Approval of the Connecting Waters Charter Schools Suicide Prevention Policy	Vote
H. Approval of the Connecting Waters Charter Schools Education Records and Student Information Policy.	Vote
I. Approval of the Amended 2025-2026 Certificated Pay Scales.	Vote
J. Approval of the Amended 2025-2026 Exempt Education Specialist Pay Scales	Vote
VI. Items scheduled for Information & Discussion	
A. Chief Business Officer (CBO) Position Discussion	Discuss
B. Food Truck Addition Discussion	Discuss
C. 2025 Graduate Exit Survey	FYI
D. 2025 Spring Canvas Survey Results	FYI
VII. Board Governance Actions	
A. Appointment of Connecting Waters Charter Schools Board of Directors Secretary	Vote
B. Appointment of Connecting Waters Charter Schools Board of Directors Assistant Secretary	Vote

VIII. Hearing of the Public on Closed Session Items

Members of the public may be heard on any Closed Session item. A person addressing the Board will be limited to 3 minutes, unless the Chair of the Board grants a longer period of time.

Purpose

IX. Closed Session

- A. Public Employee: Discipline/Dismissal/Release
- B. Public Employee Performance Evaluation Title: Executive Director

X. Report on Closed Session Actions

- A. Public Employee: Discipline/Dismissal/Release
- B. Public Employee Performance Evaluation Title: Executive Director

XI. Return to Open Session

XII. Closing Items

- A. Adjourn Meeting
- Vote

LCAP/WASC Goals

- 1. Increase the percentage of students who are on track to graduate college and career-ready.
- 2. Close the achievement gap for low-performing students in English and Math.
- 3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
- 4. Foster positive relationships through community outreach.

Coversheet

Oath of Office - New Board Members

Section:	I. Opening Items
Item:	C. Oath of Office - New Board Members
Purpose:	
Submitted by:	
Related Material:	G. Oath of Office (1).pdf

Connecting Waters Charter Schools Oath of Office Board of Directors Policy

As a member of the Board, consistent with my fiduciary duties, I shall consistently strive to promote the best interests of Connecting Waters Charter Schools, a non-profit California Public School, as a whole, and, to, that end, shall adhere to the following ethical standards:

Student-Centered Focus

- I will be continuously guided by what is best for all students of the Schools.

Equity In Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in Position and Duties

- I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board or make representations on behalf of the Board unless specifically authorized to do so.
- I will be accountable to the public by accurately representing the Board policies including but not limited to, programs and priorities, ie. state testing and assessments.
- I will work to ensure prudent and accountable use of the School's resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor in Conduct and Integrity of Character

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decision on fact rather than presumption, personal opinion, or public favor.
- I will refuse to surrender judgment to any individual or group at the expense of the Schools as a whole.
- I will consistently uphold all applicable laws, rules, policies, and government procedures to the best of my ability and knowledge.
- I will not disclose any information that is deemed confidential.

Commitment of Service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for including but not limited to reading the board meeting packets and any other documents sent to me and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Executive Director.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.
- I will seize opportunities to engage community, parents, students, and staff so I can properly represent CWCS' mission.

Coversheet

Executive Director's Report

Section: III. Directors' Reports
Item: A. Executive Director's Report
Purpose: FYI
Submitted by:

BACKGROUND:

The board of directors report is a record of all the major events, updates, and training the Executive Director will be sharing with the board.

Coversheet

Deputy Executive Director Spotlight

Section: III. Directors' Reports
Item: B. Deputy Executive Director Spotlight
Purpose: FYI
Submitted by:

BACKGROUND:

The Deputy Executive Director Spotlight is a record of all the major school updates, training, and events the Deputy Executive Director will be sharing with the board.

Coversheet

Approval of Amended Minutes - May 27, 2025 Regular Meeting

Section: IV. Consent Items
Item: A. Approval of Amended Minutes - May 27, 2025 Regular Meeting
Purpose:
Submitted by:
Related Material: IV.A. Adopted minutes for May 27, 2025 (1).docx.pdf

BACKGROUND:

The May 27, 2025 Meeting Minutes record all the actions that took place within the meeting.

There was a table that was corrected on the last page. The table was corrected to state if the board members had voted yes or no. Before, it showed a roll call vote for attendance and did not record the vote correctly.

Adopted Minutes
Regular Meeting of the
Board of Directors
Connecting Waters Charter Schools
(A California Non-Profit Public Benefit Corporation)

Meeting Location

Connecting Waters Central Valley Resource Center, Board Room Located
at 2300 E. Briggsmore Ave. Modesto, CA 95355

Additional teleconference Locations

Connecting Waters East Bay Resource Center, Room Office/Lab Portable
Located at 703 C Street, Union City, CA 94587, and
Connecting Waters Charter Schools Back Classroom
12420 Bentley Street, Waterford, CA 95386, Entrance is facing G Street

Tuesday, May 27th, 2025
4:00 p.m (Regular Meeting)

This agenda is posted at Connecting Waters Charter Schools, 12420 Bentley Street, Waterford, CA 95386. This agenda was also posted at least 72 hours before the meeting at the Connecting Waters Charter School Resource Center, 12705 Bentley Street, Waterford CA, 95386, Connecting Waters Central Valley Resource Center, 2300 E. Briggsmore Avenue, Modesto, CA 95355, and the Connecting Waters East Bay Resource Center, 703 C Street, Union City, CA 94587.

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A. Call To Order (Time: 4:10 p.m.)**B. Roll Call**

Name	Present	Late	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

C. Approval of the Agenda

Motion to approve the May 27, 2025, Board of Directors Meeting Agenda with the removal of N.12, and O.11, 12, & 13, and changes to the dates of O.8 & O.9

On motion duly made by Erika Melton, seconded by Ron Mayo.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the May 27, 2025 Meeting Agenda.

D. Pledge of Allegiance: Led by Erika Melton**E. Student Award Recognitions:**

Mrs. Levers and Mrs. Vieira recognized several students for their iReady achievements and also for EL Reclassification. The students received a certificate of accomplishment and a gift card from the Board and the Executive Director.

F. Hearing of the Public on Closed Session Items

Members of the public may be heard on any Closed Session item. A person addressing the Board will be limited to 3 minutes, unless the Chairman of the Board grants a longer period of time.

No comments from the public.

G. Closed Session (4:26 p.m.)**G.1. Confidential Student Drop Appeal Update Education Code 48912**

Student Identification Number: 34321

G.2. Public Employee: Discipline/Dismissal/Release

H. Report on Closed Session Actions Report on Closed Session Actions that are required to be disclosed pursuant to Government Code section 54957.1

H.1. Confidential Student Drop Appeal Update Education Code 48912

Student Identification Number: 34321

Nothing to report, no action was taken.

H.2. Public Employee: Discipline/Dismissal/Release

Nothing to report, no action was taken.

I. Return to Open Session (Time: 5:59 p.m.)

J. Hearing of the Public On Non Agenda Items

Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Complaints against specific school employees should be resolved through the school's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.

No comments from the public.

K. Hearing of the Public On Agenda Items

Agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Complaints against specific school employees should be resolved through the school's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.

No comments from the public.

L. Executive Director's Report

Executive Director's Report: This is a presentation of information that has occurred since the previous Board meeting.

Jerri Levers presented her report to the Board she shared the meetings and events she participated in throughout the month. Some of the highlights were our graduation ceremonies, attending the ACOE MOU committee meeting. Also, an update was given on the approval by the city to purchase the land in Waterford for a new resource center site. Now that we have approval we can move forward with environmental testing. Mrs. Levers did make an announcement to the Board regarding a student from CW having placed first in the state at the FCCLA culinary competition.

M. Consent Items

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member to be removed from the Consent Agenda for discussion, there will be no discussion of these items prior to the Board voting on them. The Executive Director and Board Chair recommend approval of all consent agenda items.

Motion to approve consent items M.1. through M.15.

On motion duly made by Ron Mayo, seconded by Erika Melton.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: ___6___ Noes: ___0___ Absent: ___1___ Abstained: _____

The Board has approved consent items M.1. through M.15.

M.1. Approval of Previous Meeting Minutes

Motion to approve the Board of Directors minutes for – April 22, 2025, Regular Meeting.

M.2. Approval of New Hires

Madeline Dean-Stout, Special Education Resource Specialist
 Andrew Quist, ES Trainee
 Josie Andrews, ES Trainee
 April Bowen , ES Trainee
 Michelle Bicknell , ES Trainee
 Sara Silber , ES Trainee
 Kourtney Delmanowski , ES Trainee
 Amanda Arnold, ES Trainee

M.3. Approval of Separations

Christy Bronson, Education Specialist
 Arazeli Castillo, Education Specialist
 Heather Sontag, Education Specialist
 Victor Santoyo, Special Education Resource Specialist
 Crystal Economou, Social Media Assistant
 Rebecca Rasmussen, Science EE (APEX a-g Biology)

M.4. Approval of the Resignation Letter of Nina Vieira.

Motion to approve the Resignation Letter of Nina Vieira.

M.5. Approval of the Resignation Letter of Denise Davis.

Motion to approve the Resignation Letter of Denise Davis.

M.6. Approval of the April 2025, Warrant Report from DMS for Connecting Waters Charter School.

Motion to approve the April 2025, Warrant Report from DMS for Connecting Waters Charter School.

M.7. Approval of the April 2025, Warrant Report from DMS for Connecting Waters Charter School, East Bay.

Motion to approve the April 2025, Warrant Report from DMS for Connecting Waters Charter School, East Bay.

M.8. Approval of the April 2025, Warrant Report from DMS for Connecting Waters Charter School, Central Valley.

Motion to approve the April 2025, Warrant Report from DMS for Connecting Waters Charter School, Central Valley.

M.9. Approval of the Connecting Waters Charter Schools New Vendor Report for May 2025.

Motion to approve the Connecting Waters Charter Schools New Vendor Report for May 2025.

M.10. Approval of the Connecting Waters Charter Schools Treasurer's Report for April 2025- May 2025.

Motion to approve the Connecting Waters Charter Schools Treasurer's Report for April 2025- May 2025.

M.11. Approval of the Connecting Waters Charter Schools 2025-2026 Certificated Pay Scale.

Motion to approve the Connecting Waters Charter Schools 2025-2026 Certificated Pay Scale.

M.12. Approval of the Connecting Waters Charter School Updated 2025-2026 Comprehensive Safety Plan.

Motion to approve the Connecting Waters Charter School Updated 2025-2026 Comprehensive Safety Plan.

M.13. Approval of the Connecting Waters Charter School, East Bay's Updated 2025-2026 Comprehensive Safety Plan.

Motion to approve the Connecting Waters Charter School, East Bay's Updated 2025-2026 Comprehensive Safety Plan.

M.14. Approval of the Connecting Waters Charter School, Central Valley's Updated 2025-2026 Comprehensive Safety Plan.

Motion to approve the Connecting Waters Charter School, Central Valley's Updated 2025-2026 Comprehensive Safety Plan.

M.15. Approval of the Updated 2025-2026 Exempt Education Specialist Pay Scale.

Motion to approve the update 2025-2026 Exempt Education Specialist Pay Scale.

N. Review and Discussion

N.1. Shoni Johnson, Curriculum and Accountability Director, Board Updates

Mrs. Johnson was not present to receive questions from the Board. The Board has requested her presence for the June 10, 2025, Board Meeting.

N.2. Discussion and Review of the Connecting Waters Charter Schools 2025-2026 Ethnic Studies Course.

The Board discussed the new legal requirements mandated by the state of California to include a course in Ethnic Studies as part of the graduation requirements. Mrs. Levers and Mrs. Hushaw shared how the course will fit in with our personalized learning program.

N.3. Review the Connecting Waters Charter School LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

Mrs. Levers clarified that we are in year 1 of our 3 year cycle.

N.4. Review Connecting Waters Charter School 2025-2026 Local Indicators.

The Board asked questions regarding the local indicators and looks forward to having a more in depth discussion when Shoni is present.

N.5. Review the Connecting Waters Charter School, East Bay LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

N.6. Review Connecting Waters Charter School, East Bay 2025-2026 Local Indicators.

N.7. Review the Connecting Waters Charter School, Central Valley LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

N.8. Review Connecting Waters Charter School, Central Valley 2025-2026 Local Indicators.

N.9. Review the Connecting Waters Charter School 2025-2026 Budget.

Debbie Howard from DMS joined the meeting by Zoom and presented the budget for all three schools to the Board. The Board asked questions regarding the possible affect that AB 84 would have on the school budget if it is passed.

N.10. Review the Connecting Waters Charter School, East Bay 2025-2026 Budget.

N.11. Review the Connecting Waters Charter School, Central Valley 2025-2026 Budget.

~~N.12. Review of the Connecting Waters Charter Schools 2025-2026 Strategic Plan.~~

N.13. Review the Connecting Waters Charter School Monthly Financials through April.

Debbie Howard from DMS also presented the monthly financial report for all three schools to the Board.

N.14. Review the Connecting Waters Charter School, East Bay Monthly Financials through April.**N.15. Review the Connecting Waters Charter School, Central Valley Monthly Financials through April.****O. Items Scheduled for Consideration and/or Action****O.1. Approval of Contract with Delta Managed Solutions from July 1, 2025 through June 30, 2026.**

Motion to approve the Delta Managed Solutions Contract July 1, 2025 through June 30, 2026.

Mrs. Levers made it known that we appreciate all the hard work and customer attention that DMS has provided to us and on that note is happy to extend our contract with them through the next year.

On motion duly made by Ron Mayo, seconded by Jennifer Louie-Monzon.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the Delta Managed Solutions Contract July 1, 2025 through June 30, 2026.

O.2. Approval of the Connecting Waters Charter School Education Protection Account Resolution 24-25-101.

Motion to approve the Connecting Waters Charter School Education Protection Account Resolution 24-25-101.

On motion duly made by Jennifer Louie-Monzon, seconded by Kaneez Fatima.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		

Vieira, Nina	X		
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Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School Education Protection Account Resolution 24-25-101.

O.3. Approval of the Connecting Waters Charter School, East Bay Education Protection Account Resolution 24-25-102.

Motion to approve the Connecting Waters Charter School, East Bay Education Protection Account Resolution 24-25-102.

On motion duly made by Ron Mayo, seconded by Erika Melton.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School Education Protection Account Resolution 24-25-102.

O.4. Approval of the Connecting Waters Charter School, Central Valley Education Protection Account Resolution 24-25-103.

Motion to approve the Connecting Waters Charter School, Central Valley Education Protection Account Resolution 24-25-103.

On motion duly made by Ron Mayo, seconded by Kaneez Fatima.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School Education Protection Account Resolution 24-25-103.

O.5. Approval of the Updated Connecting Waters Charter Schools 2025-2026 Fiscal Policies Manual.

Motion to approve the Updated Connecting Waters Charter Schools 2025-2026 Fiscal Policies Manual.

Debbie Howard from DMS also joined us to present this policy to the Board. The main change was the dollar amount in the allowance the Board gives to the Executive Director to enter into a contract without the Board's consent.

On motion duly made by Jennifer Louie-Monzon, seconded by Ron Mayo.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the Updated Connecting Waters Charter Schools 2025-2026 Fiscal Policies Manual.

O.6. Approval of the Board on Track Contract starting July 1, 2025 through June 30, 2026.

Motion to approve the Board on Track Contract starting July 1, 2025 through June 30, 2026.

On motion duly made by Ron Mayo, seconded by Jennifer Louie-Monzon.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the Board on Track Contract starting July 1, 2025 through June 30, 2026.

O.7. Approval of the EdTec LLC Contract starting April 30, 2025 through June 30, 2026.

Motion to approve the EdTec LLC Contract starting April 30, 2025 through June 30, 2026.

Mrs Levers explained the desire she had to use their expertise in developing the petition for our upcoming charter renewal process.

On motion duly made by Ron Mayo, seconded by Erika Melton.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the EdTec LLC Contract starting April 30, 2025 through June 30, 2026.

O.8. Approval of the ActVNet Contract starting ~~May 5, 2025~~ April 8, 2025 through ~~May 4, 2026~~ June 30, 2029.

Motion to approve the ActVNet Contract starting ~~May 5, 2025~~ April 8, 2025 through ~~May 4, 2026~~ June 30, 2029.

On motion duly made by Ron Mayo, seconded by Erika Melton.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the ActVNet Contract starting April 8, 2025, through June 30, 2029.

O.9. Approval of the Navigate360 Contract starting ~~April 8, 2025~~ May 5, 2025, through ~~June 30, 2029~~ May 4, 2026.

Motion to approve the Navigate360 Contract starting ~~April 8, 2025~~ May 5, 2025, through ~~June 30, 2029~~ May 4, 2026.

On motion duly made by Erika Melton, seconded by Ron Mayo.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained: _____

The Board has approved the Navigate360 Contract starting May 5, 2025 through May 4, 2026.

O.10. Approval of the Connecting Waters Charter Schools Instructional Continuity Plan.

Motion to approve the Connecting Waters Charter Schools Instructional Continuity Plan.

Mrs. Levers explained that the state of California mandates that schools develop a plan for distance learning in the case of an emergency. As a nonclassroom based school we are uniquely positioned to meet that need if it arises.

On motion duly made by Ron Mayo, seconded by Jennifer Louie-Monzon.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained: _____

The Board has approved the Connecting Waters Charter Schools Instructional Continuity Plan.

O.11. ~~Approval of the Connecting Waters Charter School Learning Recovery Expenditure Plan (LRE).~~

O.12. ~~Approval of the Connecting Waters Charter School, East Bay Learning Recovery Expenditure Plan (LRE).~~

O.13. ~~Approval of the Connecting Waters Charter School, Central Valley Learning Recovery Expenditure Plan (LRE).~~

O.14. Approval of the Connecting Waters Charter School Arts, Music, and Instructional Materials - Block Grant Expenditure Plan.

Approval of the Connecting Waters Charter School Arts, Music, and Instructional Materials - Block Grant Expenditure Plan.

On motion duly made by Jennifer Louie-Monzon, seconded by Ron Mayo.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School Arts, Music, and Instructional Materials - Block Grant Expenditure Plan.

O.15. Approval of the Connecting Waters Charter School, East Bay Arts, Music, and Instructional Materials - Block Grant Expenditure Plan.

Approval of the Connecting Waters Charter School, East Bay Arts, Music, and Instructional Materials - Block Grant Expenditure Plan.

On motion duly made by Ron Mayo, seconded by Erika Melton.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School, East Bay Arts, Music, and Instructional Materials - Block Grant Expenditure Plan.

O.16. Approval of the Connecting Waters Charter School, Central Valley Arts, Music, and Instructional Materials - Block Grant Expenditure Plan.

Approval of the Connecting Waters Charter School, Central Valley Arts, Music, and Instructional Materials - Block Grant Expenditure Plan.

On motion duly made by Ron Mayo, seconded by Erika Melton.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: __6__ Noes: __0__ Absent: __1__ Abstained: _____

The Board has approved the Connecting Waters Charter School, Central Valley Arts, Music, and Instructional Materials - Block Grant Expenditure Plan.

O.17. Approval of the Young Minney and Corr Annual Updated CWCS Policies Packet.

Motion to table the Young Minney and Corr Annual Updated CWCS Policies Packet until the next meeting scheduled for June 10, 2025.

On motion duly made by Jennifer Louie-Monzon, seconded by Erika Melton.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: __6__ Noes: __0__ Absent: __1__ Abstained: _____

The Board has **tabled** the Young Minney and Corr Annual Updated CWCS Policies Packet until the next meeting scheduled for June 10, 2025.

O.18. Approval of the CIF Multi-School Agreement with Orestimba High.

Motion to pass authorization of the CIF Multi-School Agreement with Orestimba High to the Executive Director.

On motion duly made by Ron Mayo, seconded by Erika Melton.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has agreed to pass authorization of the CIF Multi-School Agreement with Orestimba High to the Executive Director.

O.19. Consideration of Candidate and Appointment of one Connecting Waters Charter Schools' Parent to the Connecting Waters Charter Schools Board of Directors for the two year term July 1, 2025 through June 30, 2027.

1. Parent Board Term July 1, 2025 through June 30, 2027.

The Board discussed the qualifications of the three candidates listed below for the position. They expressed their decision was difficult because each candidate brought a very different set of experiences and skills to the position. They appreciate each one individually and think each of them would be an excellent addition to the Board.

- A. Lydia Addipah
- B. Amy Robbins
- C. Kristen Corrales

On motion to nominate Lydia Addipah duly made by Erika Melton, seconded by Ron Mayo.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the nomination of Lydia as our Connecting Waters Parent Board Member for the term July 1, 2025, through June 30, 2027.

O.20. Consideration of Candidate and Appointment of one Connecting Waters Charter Schools' Parent to the Connecting Waters Charter Schools Board of Directors for the two year term July 1, 2025 through June 30, 2027.

1. Parent Board Term July 1, 2025 through June 30, 2027.

Out of the remaining two candidates the Board discussed who they would like to appoint to a second open position on the Board. Again the decision was difficult as each candidate would be highly qualified to serve.

- A. Amy Robbins
- B. Kristen Corrales

On motion to nominate Kristen Corrales duly made by Jennifer Louie-Monzon, seconded by Ron Mayo.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved the nomination of Kristen Corrales as our Connecting Waters Parent Board Member for the term July 1, 2025 through June 30, 2027.

P. Hearing of the Public on Closed Session Items

Members of the public may be heard on any Closed Session item. A person addressing the Board will be limited to 3 minutes, unless the Chairman of the Board grants a longer period of time.

No comments from the public.

Q. Closed Session (8:14 p.m.)

Q.1. Chief Executive Officer: Officer Objectives

Q.2. Public Employee: Discipline/Dismissal/Release

R. Report on Closed Session Actions

Report on Closed Session Actions that are required to be disclosed pursuant to Government Code section 54957.1

R.1. Chief Executive Officer: Officer Objectives

R.2. Public Employee: Discipline/Dismissal/Release

The Board came back from closed to report that they canceled this portion of the meeting due to a health issue of the Board members who needed to leave and this would mean the board would not have a quorum.

S. Return to Open Session (Time: 8:24 p.m.)

T. Adjournment (Time:8:25 p.m.)

Motion to adjourn the meeting.

On motion duly made by Ron Mayo, seconded by Erika Melton.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie			X
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 6 Noes: 0 Absent: 1 Abstained:

The Board has approved to adjourn the meeting.

Bonnie Cerruti, Board Secretary

LCAP/WASC Goals

1. Increase percent of students who are on-track to graduate college and career ready.
2. Close the achievement gap in the low performing students in English and Math.
3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
4. Community Outreach to foster positive relationships.

Coversheet

Approval of Minutes - June 10, 2025 Regular Meeting

Section: IV. Consent Items
Item: B. Approval of Minutes - June 10, 2025 Regular Meeting
Purpose:
Submitted by:
Related Material: IV.B. June 10 2025 Adopted Minutes .docx.pdf

BACKGROUND:

The June 10, 2025 Meeting Minutes record all the actions that took place within the meeting.

Adopted Minutes
Regular Meeting of the
Board of Directors
Connecting Waters Charter Schools
(A California Non-Profit Public Benefit Corporation)

Meeting Location
Connecting Waters Central Valley Resource Center, Intake Room,
Located at 2300 E. Briggsmore Ave. Modesto, CA 95355

Additional teleconference Locations
Connecting Waters East Bay Resource Center, Room Office/Lab
Portable, Located at 703 C Street, Union City, CA 94587, and
Connecting Waters Charter Schools Back Classroom
12420 Bentley Street, Waterford, CA 95386, Entrance is facing G Street

Tuesday, June 10th, 2025
4:00 p.m. (Regular Meeting)

This agenda is posted at Connecting Waters Charter Schools, 12420 Bentley Street, Waterford, CA 95386. This agenda was also posted at least 72 hours before the meeting at the Connecting Waters Charter School Resource Center, 12705 Bentley Street, Waterford CA, 95386, Connecting Waters Central Valley Resource Center, 2300 E. Briggsmore Avenue, Modesto, CA 95355, and the Connecting Waters East Bay Resource Center, 703 C Street, Union City, CA 94587.

**Instructions for Presentations to the
Board by Parents and Citizens**

Connecting Waters Charter Schools ("Schools") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Schools in public. Your participation assures us of continuing community interest in our Schools. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Hearing of the Public." "Hearing of the Public" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
5. A member of the public requiring a translator will be provided twice the allotted time for public comment per individual speaker in accordance with Section 54954.3 of the Government Code.
6. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 12420 Bentley Street, Waterford, California

In compliance with the Americans with Disabilities Act (ADA) and upon request, Connecting Waters Charter Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications in order to participate in Board meetings are invited to contact the Executive Director's office by calling (209) 874-1119 Ext. 6 as soon as possible prior to the meeting.

A. Call To Order (Time:4:03pm)**B. Roll Call**

Name	Present	Late	Absent
Cerruti, Bonnie	X		
Davis, Denise			X
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

C. Approval of the Agenda

Motion to approve the June 10, 2025, Board of Directors Meeting Agenda.

On motion duly made by Ron Mayo, seconded by Kaneez Fatime.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved the May 27, 2025 Meeting Agenda.

D. Pledge of Allegiance: Erika Melton**E. Hearing of the Public on Closed Session Items**

Members of the public may be heard on any Closed Session item. A person addressing the Board will be limited to 3 minutes, unless the Chairman of the Board grants a longer period of time.

No members of the public were present.

F. Closed Session (Time: 4:05pm)**F.1. Chief Executive Officer: Officer Objectives****F.2. Public Employee: Discipline/Dismissal/Release****G. Report on Closed Session Actions Report on Closed Session Actions that are required to be disclosed pursuant to Government Code section 54957.1****G.1. Chief Executive Officer: Officer Objectives**

Mrs. Vieira stated no action was taken.

G.2. Public Employee: Discipline/Dismissal/Release

Mrs. Vieira stated no action was taken.

H. Return to Open Session (Time: 5:07pm)

I. Hearing of the Public On Non-Agenda Items

Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Complaints against specific school employees should be resolved through the school's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.

No members of the public were present.

J. Hearing of the Public On Agenda Items

Agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Complaints against specific school employees should be resolved through the school's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.

No members of the public were present.

K. Executive Director's Report

Executive Director's Report: This is a presentation of information that has occurred since the previous Board meeting.

Mrs. Levers shared her report with the board. She shared information regarding graduations, progress on the CW expansion, the library dedication at CV, the plan for the next year's board meetings, Activnet updates, campus updates, and staff updates. Mrs. Levers provided an update on the new website development, explaining to the Board that the team is doing a complete rebuild. They are carefully reviewing all the content from the current site and selecting only the most current and necessary information to transfer to the new one. She noted that this process takes time, as each piece of content must be evaluated to ensure it's still relevant and needed.

L. Consent Items

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member to be removed from the Consent Agenda for discussion, there will be no discussion of these items prior to the Board voting on them. The Executive Director and Board Chair recommend approval of all consent agenda items.

Motion to approve consent items L.1. through L.6.

The board had pulled L.4 and L.6 from the consent and moved to action items to discuss. On motion to approve L.1, L.2, L.3 and L.5 duly made by Ron Mayo, seconded by Bonnie Cerruti.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved consent items L.1, L.2, L.3 and L.5

L.1. Approval of Previous Meeting Minutes

Motion to approve the Board of Directors minutes for – May 27, 2025, Regular Meeting.

L.2. Approval of New Hires

No new hires at this time.

L.3. Approval of Separations

Ronda Ashabraner-Tinley, Education Specialist

~~**L.4. Approval of the Connecting Waters Charter Schools Updated 2025-2026**~~

~~**—Governance Handbook.**~~

~~Motion to approve the Connecting Waters Charter Schools Updated 2025-2026 Governance Handbook.~~

L.5. Approval to Obsolete/Dispose of Selected Equipment and Supplies from Connecting Waters Charter Schools.

Motion to approve the Obsolete/Dispose of Selected Equipment and Supplies from Connecting Waters Charter Schools.

~~**L.6. Approval of the Updates Connecting Waters Charter Schools Workplace**~~

~~**—Violence Prevention Plan.**~~

~~Motion to approve the Connecting Waters Charter Schools Workplace Violence Prevention Plan.~~

M. Review and Discussion

M.1. Mary Orvell, Math Specialist, Math Department Report

Mrs. Orvell shared her presentation with the board and answered any questions they had. The board received her report.

M.2. Shoni Johnson, Curriculum and Accountability Director, Board Updates

Mrs. Johnson shared her presentation with the board and answered any questions they had. She covered updates on Tiger Time, Big Ideas, and plans for the next school year. The board received her report. Mrs. Levers had also added that Tiger Time will cover the mandated requirement for synchronous instruction / one on one interaction with students as well.

N. Items Scheduled for Consideration and/or Action

N.1. Review of the Connecting Waters Charter Schools Math Placement Data.

The Board reviewed the data provided to them by Mathematics Department Chair, Mary Orvell.

N.2. Approval of the Connecting Waters Charter School LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

Motion to approve the Connecting Waters Charter School LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

On motion duly made by Erika Melton, seconded by Ron Mayo.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

N.3. ~~Approval~~ Review of the Connecting Waters Charter School 2025-2026 Local Indicators.

~~Motion to approve the Connecting Waters Charter School 2025-2026 Local Indicators.~~

Mrs. Johnson clarified that the local indicators does not require any approval and are informational only. Language for items N.3, N.5, and N.7 have been updated to reflect Review of instead of Approval of.

N.4. Approval of the Connecting Waters Charter School, East Bay LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

Motion to approve the Connecting Waters Charter School, East Bay LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

On motion duly made by Erika Melton, seconded by Kaneez Fatima.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School, East Bay LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

N.5. ~~Approval~~ Review of the Connecting Waters Charter School, East Bay 2025-2026 Local Indicators.

~~Motion to approve the Connecting Waters Charter School, East Bay 2025-2026 Local Indicators.~~

N.6. Approval of the Connecting Waters Charter School, Central Valley LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

Motion to approve the Connecting Waters Charter School, Central Valley LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

On motion duly made by Erika Melton, seconded by Jennifer Louie-Monzon.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School, Central Valley LCFF Budget Overview for Parents, Local Control Accountability Plan 2024-2025 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

N.7. ~~Approval Review of the Connecting Waters Charter School, Central Valley 2025-2026 Local Indicators.~~

~~Motion to approve the Connecting Waters Charter School, Central Valley 2025-2026 Local Indicators.~~

N.8. Approval of the Connecting Waters Charter School 2025-2026 Budget.

Motion to approve the Connecting Waters Charter School 2025-2026 Budget.

Mrs. Howard from Delta Managed Solutions joined the meeting and informed the Board that the budgets that the board had received were the same as the previous meeting, no changes were needed. No additional questions or concerns were addressed.

On motion duly made by Ron Mayo, seconded by Erika Melton.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School 2025-2026 Budget.

N.9. Approval of the Connecting Waters Charter School, East Bay 2025-2026 Budget.

Motion to approve the Connecting Waters Charter School, East Bay 2025-2026 Budget.

On motion duly made by Bonnie Cerruti, seconded by Erika Melton.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School, East Bay 2025-2026 Budget.

N.10. Approval of the Connecting Waters Charter School, Central Valley 2025-2026 Budget.

Motion to approve the Connecting Waters Charter School, Central Valley 2025-2026 Budget.

On motion duly made by Jennifer Louie-Monzon, seconded by Ron Mayo.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School, Central Valley 2025-2026 Budget.

N.11. Approval of the Connecting Waters Charter Schools 2025-2026 Board of Directors Meeting Dates.

Motion to approve the Connecting Waters Charter Schools 2025-2026 Board of Directors Meeting Dates.

Mrs. Cerruti had commented that she had concerns about the format of the meeting and wasn't sure if they were just approving the dates. Mrs. Levers clarified that they were just looking at the dates.

On motion duly made by Bonnie Cerruti, seconded by Erika Melton.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter School Board of Director Meeting Dates.

N.12. Approval of the Young Minney and Corr Annual Updated CWCS Policies Packet.

Motion to approve the Young Minney and Corr Annual Updated CWCS Policies Packet.

Mrs. Levers clarified that these policies are the annual policies that are reviewed and updated every year by our legal team. The board had shared some changes they would like to see going forward on how to proceed with this process.

Mrs. Melton asked to pull the Suicide Prevention Policy and the Educational Records and Student Information Policy. These items will be reviewed and brought back at the next meeting.

On motion duly made by Bonnie Cerruti, seconded by Ron Mayo.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved the Young, Minney and Corr Annual Updated CWCS Policies Packet with the removal of the Suicide Prevention Policy and the Educational Records and Student Information Policy.

L.4 Approval of the Connecting Waters Charter Schools Updated 2025-2026 Governance Handbook.

Motion to approve the Connecting Waters Charter Schools Updated 2025-2026 Governance Handbook.

The board asked for the closed session section of the governance handbook to be updated to include the verbiage “at the discretion of the board”. In addition, the board had also asked for updates on the section of the handbook that discussed the day the board meeting was held.

On motion duly made by Bonnie Cerruti, seconded by Erika Melton.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved the Connecting Waters Charter Schools Updated 2025-2026 Governance Handbook with requested suggestions.

L.6. Approval of the Updates Connecting Waters Charter Schools Workplace Violence Prevention Plan.

Motion to approve the Connecting Waters Charter Schools Workplace Violence Prevention Plan.

Mrs. Melton clarified that there are four types of workplace violence prevention, but the current document only lists three. This discrepancy needs to be corrected. Mrs. Melton had mentioned that there were some formatting issues as well.

Mrs. Hushaw had explained that the document originated as a state-provided template shared with the legal team, who then passed it along to CWCS. After receiving the template, Mrs. Hushaw updated it by incorporating CWCS-specific information.

Additionally, Mrs. Hushaw noted that the document designates the Deputy Executive Director as the individual responsible for ensuring all assigned tasks are completed. The Executive Director is ultimately accountable for ensuring that the Deputy Executive Director follows through on these responsibilities.

After deliberation, the board of directors had decided to pull this item from the agenda and to follow up on this at the next meeting once the changes have been made.

On motion duly made by _____, seconded by _____.

Ayes: Noes: Absent: Abstained:

~~The Board has / has not approved the Connecting Waters Charter Schools Workplace Violence Prevention Plan.~~

N.13. Acknowledgement of Retiring Connecting Waters Charter School Board of Directors Members.

The Executive Director would like to extend her appreciation and acknowledgment for the dedication and hard work that each of the retiring members has given during their length of service on the board of directors.

Mrs. Levers had explained that three of our board members, Nina Vieira, Ron Mayo, and Denise Davis were all going to be retiring from the board. She had thanked them for their many years of service and had expressed her gratitude in working with them and their role in helping to build the school to what it is today.

O. Adjournment (Time: 6:41pm)

Motion to adjourn the meeting.

On motion duly made by Ron Mayo, seconded by Bonnie Cerruti.

Ayes: 6 Noes: Absent: 1 Abstained:

The Board has approved to adjourn the meeting.

Bonnie Cerruti, Board Secretary

LCAP/WASC Goals

1. Increase percent of students who are on-track to graduate college and career ready.
2. Close the achievement gap in the low performing students in English and Math.
3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
4. Community Outreach to foster positive relationships.

Coversheet

Approval of Minutes - June 17, 2025 Special Meeting

Section: IV. Consent Items
Item: C. Approval of Minutes - June 17, 2025 Special Meeting
Purpose:
Submitted by:
Related Material: IV.C. Adopted Minutes June 17, 2025.docx.pdf

BACKGROUND:

The June 17, 2025 Meeting Minutes record all the actions that took place within the meeting.

Adopted Minutes
Special Meeting of the
Board of Directors
Connecting Waters Charter Schools
(A California Non-Profit Public Benefit Corporation)

Meeting Location

Connecting Waters Central Valley Resource Center, Intake Room,
Located at 2300 E. Briggsmore Ave. Modesto, CA 95355

Additional teleconference Locations

Connecting Waters East Bay Resource Center, Room Office/Lab
Portable, Located at 703 C Street, Union City, CA 94587, and
Connecting Waters Charter Schools Back Classroom
12420 Bentley Street, Waterford, CA 95386, Entrance is facing G Street

Tuesday, June 17, 2025
5:00 p.m. (Special Meeting)

This agenda is posted at Connecting Waters Charter Schools, 12420 Bentley Street, Waterford, CA 95386. This agenda was also posted at least 72 hours before the meeting at the Connecting Waters Charter School Resource Center, 12705 Bentley Street, Waterford CA, 95386, Connecting Waters Central Valley Resource Center, 2300 E. Briggsmore Avenue, Modesto, CA 95355, and the Connecting Waters East Bay Resource Center, 703 C Street, Union City, CA 94587.

**Instructions for Presentations to the
Board by Parents and Citizens**

Connecting Waters Charter Schools ("Schools") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Schools in public. Your participation assures us of continuing community interest in our Schools. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Hearing of the Public." "Hearing of the Public" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
5. A member of the public requiring a translator will be provided twice the allotted time for public comment per individual speaker in accordance with Section 54954.3 of the Government Code.
6. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 12420 Bentley Street, Waterford, California

In compliance with the Americans with Disabilities Act (ADA) and upon request, Connecting Waters Charter Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications in order to participate in Board meetings are invited to contact the Executive Director's office by calling (209) 874-1119 Ext. 6 as soon as possible prior to the meeting.

A. Call To Order (Time: 5:05 p.m.)**B. Roll Call**

Name	Present	Late	Absent
Cerruti, Bonnie	X		
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

C. Approval of the Agenda

Motion to approve the June 17, 2025, Board of Directors Meeting Agenda.

On motion duly made by Bonnie Cerruti, seconded by Erika Melton.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie	X		
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 7 Noes: 0 Absent: 0 Abstained: 0

The Board has approved the May 27, 2025 Meeting Agenda.

D. Pledge of Allegiance Led by: Bonnie Cerruti**E. Hearing of the Public on Closed Session Items**

Members of the public may be heard on any Closed Session item. A person addressing the Board will be limited to 3 minutes, unless the Chairperson of the Board grants a longer period of time.

No comments from the public

F. Closed Session (Time: 5:08 p.m.)**F.1. Public Employee: Discipline/Dismissal/Release****G. Report on Closed Session Actions Report on Closed Session Actions that are required to be disclosed pursuant to Government Code section 54957.1****G.1. Public Employee: Discipline/Dismissal/Release**

Action to be taken by the board with a vote of 7 ayes and zero nay's to authorize legal counsel to retain a licensed third party investigator to investigate a complaint brought to the Board

H. Return to Open Session (Time: 7:00 p.m.)

I. Hearing of the Public On Non-Agenda Items

Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Complaints against specific school employees should be resolved through the school's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.

No comments from the public

J. Hearing of the Public On Agenda Items

Agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Complaints against specific school employees should be resolved through the school's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.

No comments from the public

K. Items Scheduled for Consideration and/or Action**K.1. Appointment of the Connecting Waters Charter Schools Board of Directors Board Chair.**

Motion to approve the appointment of Connecting Waters Charter Schools Board of Directors Board Chair.

On motion duly made by Nina Vieira, seconded by Ron Mayo.

1. Erika Melton

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie	X		
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: 7 Noes: 0 Absent: 0 Abstained: 0

The Board has appointed Erika Melton as the Board Chair for Connecting Waters Charter Schools Board of Directors.

K.2. Appointment of the Connecting Waters Charter Schools Board of Directors Board Co-Chair.

Motion to approve the appointment of Connecting Waters Charter Schools Board of Directors Board Co-Chair.

On motion duly made by Nina Vieira, seconded by Bonnie Cerruti.

1.Jennifer Louie-Monzon

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie	X		
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: ___7___ Noes: ___0___ Absent: ___7___ Abstained: ___7___

The Board has appointed Jennifer Louie-Monzon as the Board Co-Chair for Connecting Waters Charter Schools Board of Directors.

L. Adjournment (Time: 7:25 p.m.)

Motion to adjourn the meeting.

On motion duly made by Bonnie Cerruti, seconded by Erika Melton.

Note: Secretary please take roll call vote.

Name	Yes	No	Absent
Cerruti, Bonnie	X		
Davis, Denise	X		
Fatima, Kaneez	X		
Louie-Monzon, Jennifer	X		
Mayo, Ron	X		
Melton, Erika	X		
Vieira, Nina	X		

Ayes: ___7___ Noes: ___0___ Absent: ___0___ Abstained: ___0___

The Board has approved to adjourn the meeting.

Bonnie Cerruti, Board Secretary

LCAP/WASC Goals

1. Increase percent of students who are on-track to graduate college and career ready.
2. Close the achievement gap in the low performing students in English and Math.
3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
4. Community Outreach to foster positive relationships.

Coversheet

Approval of New Hires List

Section: IV. Consent Items
Item: D. Approval of New Hires List
Purpose:
Submitted by:

BACKGROUND:

New Hire List received by HR Assistant.

Coversheet

Approval of Separations List

Section: IV. Consent Items
Item: E. Approval of Separations List
Purpose:
Submitted by:

BACKGROUND:

Separations List received by HR Assistant.

Coversheet

Approval of Resignation Letter from Board Member Ron Mayo

Section: IV. Consent Items
Item: F. Approval of Resignation Letter from Board Member Ron Mayo
Purpose:
Submitted by:
Related Material: Ron Mayo Letter of resignation.pdf

BACKGROUND:

Acceptance of our Board Member Ron Mayo's official resignation letter from the CWCS Board of Directors.



Caitlin Modaresi <cmodaresi@cwcharter.org>

Letter of resignation

Ron Mayo <rmayo@cwcharter.org>

Mon, Jun 2, 2025 at 11:34 AM

To: Jerri Levers <jlevers@cwcharter.org>, Caitlin Modaresi <cmodaresi@cwcharter.org>

Ron L. Mayo

Board of Director
Connecting Waters Charter School
12420 Bentley Street
Waterford, CA 95386
Email: rmayo@cwcharter.org
Website: www.connectingwaters.org



On Mon, Jun 2, 2025, 11:16 AM Ron Mayo <rmayo@cwcharter.org> wrote:

To: Jerri and the CWCS Board of Directors

Due to unforeseen circumstances, I must tender my resignation, effective immediately following the conclusion of the 2024–2025 school year, or upon the appointment of a replacement—whichever comes first.

It has been an honor and a privilege to serve on the CWCS Board. I am grateful for the opportunity to have contributed to the mission and growth of this exceptional organization.

Thank you for your support and understanding.

Sincerely,
Ron L. Mayo

Ron L. Mayo

Board of Director
Connecting Waters Charter School
12420 Bentley Street
Waterford, CA 95386
Email: rmayo@cwcharter.org
Website: www.connectingwaters.org



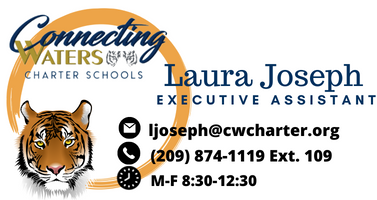
On Mon, Jun 2, 2025, 7:31 AM Laura Joseph <ljoseph@cwcharter.org> wrote:

Hello Ron,

I'm sorry the letter is not attached. Please feel free to type it into the body of an email. We can make that work too.

Thank you,

Laura Joseph
Executive Assistant
ljoseph@cwcharter.org



On Sun, Jun 1, 2025 at 7:54 PM Ron Mayo <rmayo@cwcharter.org> wrote:
[Quoted text hidden]

Coversheet

Approval of Resignation Letter from Board Member Bonnie Cerruti

Section:	IV. Consent Items
Item:	G. Approval of Resignation Letter from Board Member Bonnie Cerruti
Purpose:	
Submitted by:	
Related Material:	Bonnie's resignation letter.pdf

August 8, 2025

To whom it concerns,

I'm writing to you today with a heavy heart, as I've decided to resign from my position on the CWCS Board. I've truly enjoyed my time helping to guide the school and support the new executive team, but I'm facing some challenging circumstances that make it difficult for me to continue.

About 11 months ago, I injured my knee, and it's been a tough journey ever since. I've been getting progressively more tired and weak each day, and now I can barely walk up the stairs of our new home.

I'm determined to heal my knee, and I'm paying out of pocket for treatment so I can, hoping, avoid surgery. It's a big commitment, with at least three to four hours of treatment and exercises every day, plus three times a week in the office for treatments and eating a strict diet to reduce inflammation, which I have to prepare each day.

I know I'm a volunteer and helper by heart, but after much thought and trying to figure things out, I don't see how I can volunteer or help anyone except for my family, my treatments, and trying to do as much of my job as I can. If this therapy doesn't work, I'll have to consider knee surgery, which will be even more time-consuming.

I'd like to step down as soon as I possibly can due to my treatment starting in a week.
Thank you for understanding,

Bonnie Cerruti

Coversheet

Approval of the May 2025 Warrant Report from DMS for Connecting Waters Charter School

Section: IV. Consent Items
Item: H. Approval of the May 2025 Warrant Report from DMS for Connecting Waters Charter School
Purpose:
Submitted by: Delta Managed Solutions

BACKGROUND:
Financial Summary for May monthly expenses

Coversheet

Approval of the May 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay

Section: IV. Consent Items
Item: I. Approval of the May 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay
Purpose:
Submitted by: Delta Managed Solutions

BACKGROUND:
Financial Summary for May monthly expenses

Coversheet

Approval of the May 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

Section: IV. Consent Items
Item: J. Approval of the May 2025 Warrant Report from DMS for Connecting
Waters Charter School, Central Valley
Purpose:
Submitted by: Delta Managed Solutions

BACKGROUND:

Financial Summary for May monthly expenses

Coversheet

Approval of the June 2025 Warrant Report from DMS for Connecting Waters Charter School

Section: IV. Consent Items
Item: K. Approval of the June 2025 Warrant Report from DMS for Connecting Waters Charter School
Purpose:
Submitted by: Delta Managed Solutions

BACKGROUND:
Financial Summary for June monthly expenses

Coversheet

Approval of the June 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay

Section: IV. Consent Items
Item: L. Approval of the June 2025 Warrant Report from DMS for Connecting
Waters Charter School, East Bay
Purpose:
Submitted by: Delta Managed Solutions

BACKGROUND:

Financial Summary for June monthly expenses

Coversheet

Approval of the June 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

Section: IV. Consent Items
Item: M. Approval of the June 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley
Purpose:
Submitted by: Delta Managed Solutions

BACKGROUND:
Financial Summary for June monthly expenses

Coversheet

Approval of the July 2025 Warrant Report from DMS for Connecting Waters Charter School

Section: IV. Consent Items
Item: N. Approval of the July 2025 Warrant Report from DMS for Connecting Waters Charter School
Purpose:
Submitted by: Delta Managed Solutions

BACKGROUND:
Financial Summary for July monthly expenses

Coversheet

Approval of the July 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay

Section: IV. Consent Items
Item: O. Approval of the July 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay
Purpose:
Submitted by: Delta Managed Solutions

BACKGROUND:
Financial Summary for July monthly expenses

Coversheet

Approval of the July 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

Section: IV. Consent Items

Item: P. Approval of the July 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

Purpose:

Submitted by: Delta Managed Solutions

BACKGROUND:

Financial Summary for July monthly expenses

Coversheet

Approval of the Treasurer's Report for May-June 2025

Section: IV. Consent Items
Item: Q. Approval of the Treasurer's Report for May-June 2025
Purpose:
Submitted by: Board Treasurer
Related Material: CWCS Treasurer's Report May-June TREASURER REPORT.pdf

BACKGROUND:

Treasure Report for May-June 2025.

CWCS - Treasurer's Quarterly Report				
May - June Report Fiscal Year Ending June 30, 2025				
Prepared by Malinda Miller				
S.O.F.A. School Office Account				
Beginning Balance	\$	5,636.77		
Deposits and other credits	\$	46.60	5/15	CWCS T-Shirts Purchased at CWEB Open House and Box Top for Education
Checks/Withdrawals/Debits	\$	(100.00)	5/14	PO-3195 Amaxon - \$10 Gift Cards for Level Up with LU Student Incentive
	\$	(48.52)	5/21	PO-3195 Amazon - Custom Key Chains for Level Up with LU Student Incentive
	\$	(31.06)	6/24	PO-3267 Amazon - 4x6 All Occasion Cards Cards for Employees
Ending Balance	\$	5,503.79		
CTE (Career Technical Education) Account - FCCLA (Family, Career, Community, Leaders of America)				
Beginning Balance	\$	1,511.94		
Deposits and other credits	\$	178.04	5/27	Square Credit - Senior Graduation Fundraiser
	\$	218.00	5/29	Cash - Senior Graduation Fundraiser
Checks/Withdrawals/Debits	\$	(102.16)	5/1	Debit - Disneyland Paradise Grill
	\$	(21.08)	5/1	Debit - Disneyland Fiddler Fifer Cafe
	\$	(7.00)	5/2	Debit - Starbucks
	\$	(27.80)	5/2	Debit - Dutch Brothers
	\$	(215.45)	6/25	Check #157 CWCS - Reimbursement for Meals/Drinks Purchased at Disneyland
Ending Balance	\$	1,534.49		
CTE (Career Technical Education) Account - Business Class (Online Store)				
Beginning Balance	\$	1,470.70		
Deposits and other credits	\$	76.67	5/1	Fundraiser - CWCS Merchandise Purchased
Checks/Withdrawals/Debits		-		
Ending Balance	\$	1,547.37		
CTE (Career Technical Education) Account - Culinary Program Tiger Cafe				
Beginning Balance	\$	9,929.39		
Deposits and other credits	\$	197.00	5/1	Cash - Tiger Cafe Lunches
	\$	10.00	5/15	Cash - Tiger Cafe Lunches
Checks/Withdrawals/Debits		-		
Ending Balance	\$	10,136.39		
Yearbook Account				
Beginning Balance	\$	5,929.65		
Deposits and other credits				
Checks/Withdrawals/Debits	\$	(20.86)	5/29	Zelle Payment Julie Hilbert - Reimbursement for Remaining Balance Owed for the School's Yearbooks Displayed at Resource Centers
Ending Balance	\$	5,908.79		
P.A.W.S (Parent Activities Workshops Support) Formerly PAC (Parent Advisory Council)				
Beginning Balance	\$	549.65		
Deposits and other credits		-		
Checks/Withdrawals/Debits		-		
Ending Balance	\$	549.65		
SunShine Account - Employee Donations				
Beginning Balance	\$	777.66		
Deposits and other credits				
Checks/Withdrawals/Debits	\$	(71.65)	5/1	Plant - ES Kendall Costello
	\$	(70.02)	5/22	Plant - ES Debbie Nishihama
Ending Balance	\$	635.99		
Student Council Account				
Beginning Balance	\$	1,060.49		
Deposits and other credits				
Checks/Withdrawals/Debits	\$	(98.07)	5/29	Zelle Payment Julie Hilbert - Reimbursement for supplies purchased at Middle School Dance
	\$	(17.99)	5/29	Zelle Payment Julie Hilbert - Reimbursement for supplies purchased at PROM
	\$	(16.31)	5/29	Zelle Payment Julie Hilbert - Reimbursement for supplies purchased at Kinder Promotion
Ending Balance	\$	928.12		
CSF (California Scholarship Federation) Account				
Beginning Balance	\$	151.09		2014-2015 Inactive Account
Deposits and other credits		-		
Checks/Withdrawals/Debits		-		
Ending Balance	\$	151.09		
EVS (Environmental Science) / Book Club Account				
Beginning Balance	\$	(1.75)		2023-2024 Inactive Account

Deposits and other credits	-		
Checks/Withdrawals/Debits	-		
Ending Balance	\$ (1.75)		
OLF (Oral Language Fair) Account			2019-2020 Inactive Account
Beginning Balance	\$ 56.00		
Deposits and other credits	-		
Checks/Withdrawals/Debits	-		
Ending Balance	\$ 56.00		
Science Olympiad Account			2014-2015 Inactive Account
Beginning Balance	\$ 31.98		
Deposits and other credits	-		
Checks/Withdrawals/Debits	-		
Ending Balance	\$ 31.98		
FUNDRAISERS / DONATIONS TOTAL CHECKING ACCOUNT BALANCE ENDING ON: JUNE 30, 2025			
	\$ 26,981.91		

Coversheet

Summer Institute Stipend Memorandum of Understanding Between Connecting Waters Charter Schools and Connecting Waters Charter Schools Certificated Employees

Section: IV. Consent Items
Item: R. Summer Institute Stipend Memorandum of Understanding Between
Connecting Waters Charter Schools and Connecting Waters Charter Schools Certificated
Employees
Purpose:
Submitted by: HR
Related Material: MOU-Summer-Institute.docx.pdf

BACKGROUND:

We were notified by DMS that the Summer Institute Stipends (\$4,000 funded by the AMIM grant) would not be eligible compensation to report to STRS unless there is a publicly available contractual agreement. The checklist did not qualify as a contractual agreement; therefore, DMS provided an MOU that will suffice for STRS reporting purposes.

RECOMMENDATION:

Executive Director recommends approval



**MEMORANDUM OF UNDERSTANDING
BETWEEN
CONNECTING WATERS CHARTER
SCHOOLS AND
CONNECTING WATERS CHARTER SCHOOLS
CERTIFICATED EMPLOYEES**

SUMMER INSTITUTE

Connecting Waters Charter School is committed to the training and professional development of teachers and certificated staff.

As a part of this commitment, Connecting Waters Charter Schools will offer Summer Institute to certificated staff who opt-in during the months of June 2025 and July 2025.

Certificated staff who attend these sessions will be paid a flat Summer Institute rate of \$4000 (prorated if all sessions are not completed). Payment to be made to staff in August 2025.

This MOU is effective July 1st, 2025, upon approval by the Governing Board.

Date

Connecting Waters Executive Director

Board Secretary

Coversheet

Approval of the Connecting Waters Charter School 2024-2025 Unaudited Actuals

Section:	V. Items Scheduled for Consideration and/or Action
Item:	A. Approval of the Connecting Waters Charter School 2024-2025
Unaudited Actuals	
Purpose:	Vote
Submitted by:	
Related Material:	CW FY2024-25 Unaudited Actuals Consolidated FINAL.pdf CWC FY2024-25 Unaudited Actuals FINAL.pdf

BACKGROUND:

2024-2025 Unaudited Actuals are a year-end financial report prepared after the fiscal year closes (June 30). They show the **final revenues and expenditures** for the prior year compared to what was budgeted.



Connecting Waters Charter Schools

2024-25 Unaudited Actuals



Connecting Waters Charter Schools**Remaining Restricted Resources**

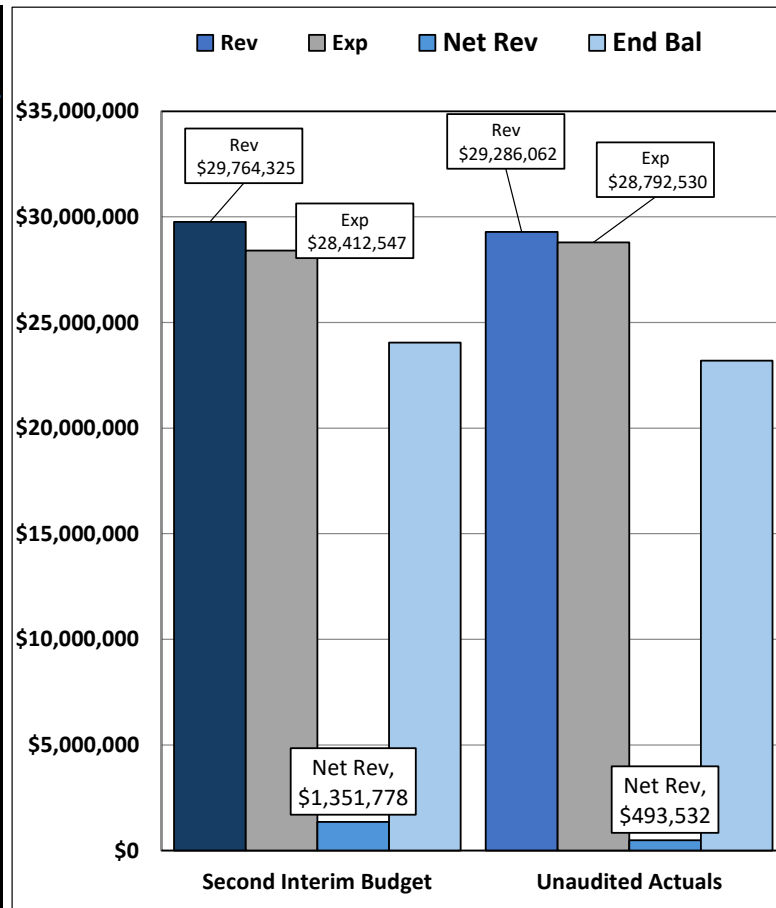
CWEB			
Resource #	Resource Title	Amount Left	Spend By
6266	Educator Effectiveness	75,646.90	9/30/2026
7412	A-G Success Grant	-	6/30/2026
7413	A-G Learning Loss Mitigation	3,926.00	6/30/2026
7435	LREBG	33,196.97	6/30/2028
6762	AMIM	324,857.35	6/30/2026
6770	Prop 28 Arts & Music	83,336.00	\$19,215 by 6/30/26, \$64,121 by 6/30/27
7810	Ethnic Studies	-	No deadline
7813	Literacy Screening PD	1,863.00	No deadline

CW			
Resource #	Resource Title	Amount Left	Spend By
6266	Educator Effectiveness	137,144.39	9/30/2026
7412	A-G Success Grant	31,670.40	6/30/2026
7413	A-G Learning Loss Mitigation	22,497.00	6/30/2026
7435	LREBG	539,572.76	6/30/2028
6762	AMIM	635,365.52	6/30/2026
6770	Prop 28 Arts & Music	156,610.00	\$43,578 by 6/30/26, \$113,032 by 6/30/27
7810	Ethnic Studies	2,374.38	No deadline
7813	Literacy Screening PD	3,302.00	No deadline

CWCV			
Resource #	Resource Title	Amount Left	Spend By
6266	Educator Effectiveness	64,570.32	9/30/2026
7412	A-G Success Grant	16,082.76	6/30/2026
7413	A-G Learning Loss Mitigation	12,097.00	6/30/2026
7435	LREBG	269,876.90	6/30/2028
6762	AMIM	397,486.62	6/30/2026
6770	Prop 28 Arts & Music	109,867.43	\$8,576 by 6/30/26, \$101,291 by 6/30/27
7810	Ethnic Studies	437.52	No deadline
7813	Literacy Screening PD	3,302.00	No deadline

Connecting Waters Charter Schools
2024-25 Unaudited Actuals
BUDGET SUMMARY

Description	Second Interim Budget	Unaudited Actuals	Change
Projected Enrollment:	2,066	2,092	26
Projected P-2 ADA:	2,047.94	2,061.73	13.79
Revenues:			
General Purpose Entitlement	\$ 25,229,736	\$ 25,313,491	\$ 83,754
Federal Revenue	225,747	245,206	\$ 19,459
Other State Revenue	3,576,297	2,813,957	\$ (762,339)
Other Local Revenue	732,544	913,408	\$ 180,863
TTL Revenues	\$ 29,764,325	\$ 29,286,062	\$ (478,263)
Expenditures:			
Certificated Salaries	\$ 11,179,162	\$ 11,913,920	\$ 734,758
Non-Certificated Salaries	2,762,165	2,526,226	\$ (235,939)
Benefits	5,766,902	5,163,902	\$ (603,001)
Books/Supplies/Materials	2,840,857	2,473,757	\$ (367,101)
Services/Operations	5,300,465	6,189,967	\$ 889,501
Capital Outlay	406,000	377,942	\$ (28,058)
Other Outgo	156,995	146,817	\$ (10,178)
TTL Expenditures	\$ 28,412,547	\$ 28,792,530	\$ 379,983
Net Revenues	\$ 1,351,778	\$ 493,532	\$ (858,246)
Beginning Balance July 1	\$ 22,705,076	\$ 22,705,076	
Ending Balance June 30	\$ 24,056,854	\$ 23,198,608	
Ending Balance as % of Exp:	84.7%	80.6%	





Connecting Waters

2024-25 Unaudited Actuals



Connecting Waters Charter School

2024-25 Unaudited Actuals - Summary Analysis



SUMMARY OF RESULTS

This Unaudited Actuals projects a budget deficit of (\$691,413).

This is a decrease of (\$1,638,080) from the Second Interim Budget projected surplus of \$946,666.

This will allow Connecting Waters Charter School to end this fiscal year with a fund balance of \$7,720,937, which is 66.0% of annual expenditures.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = decrease of (\$741,417), or -6.3% of prior revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$385,868) lower than at Second Interim Budget due to a decrease in actual ADA and a PY correction.

Federal Revenues: This consists of Federal special education (IDEA), and other federal programs.

Federal Revenues are projected to decrease by \$17,122 compared to the Second Interim Budget due to lower than anticipated usage of Carl Perkins grant.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, and one-time block grants such as Arts & Music and Learning Recovery.

Other State Revenues are projected (\$489,423) lower than at Second Interim Budget primarily due to less than anticipated usage of one-time funds.

Other Local Revenues: This category includes any non-LCFF local revenue sources.

Other Local Revenues are projected at \$150,996 higher than at Second Interim Budget due to updated SPED revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = increase of \$896,663, or 8.3% of prior expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$964,853 higher than at Second Interim Budget, reflecting changes in job assignments and staffing realignments.

A key factor in the decision to implement a new pay schedule and methodology beginning in FY25-26 is the significant challenge of accurately budgeting on a per-student, per-ES, per-site, and per-semester basis. Additionally, during the recent leadership transition, a decision was made to eliminate budget line items that lacked sufficient description from prior leadership. The lack of detail previously provided made it difficult to associate those amounts with specific sites or employees. Without a clear understanding of the thought-process behind those allocations, it is now easier to recognize the impact of their inclusion in the budget. Looking ahead, the new approach is expected to greatly reduce discrepancies between budgeted and actual expenditures.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected (\$344,646) lower than at Second Interim Budget due to reductions in educational & office materials and supplies and non-capitalized equipment.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$245,073 higher than at Second Interim Budget due to increases in instructional services.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation, interest on long-term debt, and Lease Ammortization.

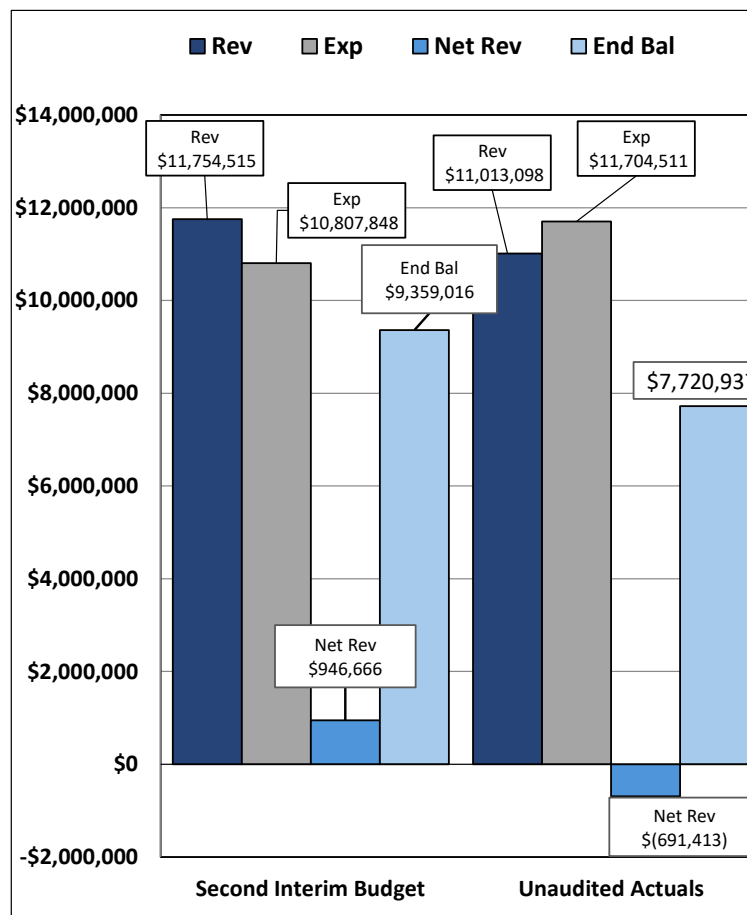
Depreciation expense decreased from Second Interim Budget due to a decrease in depreciable items and Lease Ammortization Expense moved from obj 5610 to this category per ASC 842 accounting standards (capitlization of long-term leases).

SB740 Non-Classroom Funding Determination:

The FY2024-25 Unaudited Actuals reflect SB740 compliance is 67.2% for Certificated Expenditures and 98.8% for Instructional Expenditures.

Connecting Waters Charter School
2024-25 Unaudited Actuals
BUDGET SUMMARY

Description	Second Interim Budget	Unaudited Actuals	Change
Projected Enrollment:	788	776	(12)
Projected P-2 ADA:	788.00	773.68	(14.32)
Revenues:			
General Purpose Entitlement	\$ 9,843,546	\$ 9,457,678	\$ (385,868)
Federal Revenue	41,388	24,266	\$ (17,122)
Other State Revenue	1,156,036	666,613	\$ (489,423)
Other Local Revenue	713,544	864,541	\$ 150,996
TTL Revenues	\$ 11,754,515	\$ 11,013,098	\$ (741,417)
Expenditures:			
Certificated Salaries	\$ 4,235,813	\$ 5,206,450	\$ 970,637
Non-Certificated Salaries	1,071,873	1,078,676	\$ 6,803
Benefits	2,183,617	2,171,030	\$ (12,587)
Books/Supplies/Materials	1,164,620	819,974	\$ (344,646)
Services/Operations	2,069,977	2,315,051	\$ 245,073
Capital Outlay	80,000	113,330	\$ 33,330
Other Outgo	1,947	-	\$ (1,947)
TTL Expenditures	\$ 10,807,848	\$ 11,704,511	\$ 896,663
Net Revenues	\$ 946,666	\$ (691,413)	\$ (1,638,080)
Beginning Balance July 1	\$ 8,412,350	\$ 8,412,350	
Ending Balance June 30	\$ 9,359,016	\$ 7,720,937	
Ending Balance as % of Exp:	86.6%	66.0%	



Connecting Waters Charter School
2024-25 Unaudited Actuals
Budget Detail & Prior Budget Comparison

Description	Second Interim Budget	Unaudited Actuals	Budget Change	Comments
Enrollment (CALPADS)	788	776	(12)	
Average Daily Attendance (P-2)	788.00	773.68	(14.32)	
REVENUES				
General Purpose Entitlement				
8011 LCFF General Entitlement	7,336,801	5,729,622	(1,607,179)	
8012 EPA Entitlement	1,284,620	2,852,862	1,568,242	
8019 Prior Year Unrestricted Revenue	-	(267,798)	(267,798)	
8096 In-Lieu-Of Property Taxes	1,222,125	1,142,992	(79,133)	
TTL General Purpose Entitlement	9,843,546	9,457,678	(385,868)	P2 ADA lower than projected at Second Interim.
Federal Revenue				
8181 Federal IDEA SpEd Revenue	-	-	-	
8182 SpEd - Discretionary Grants	-	-	-	
8290 Other Federal Revenue	41,388	24,266	(17,122)	
TTL Federal Revenue	41,388	24,266	(17,122)	
Other State Revenue				
8311 AB602 State SpEd Revenue	-	-	-	
8550 Mandated Block Grant	24,921	24,921	(0)	
8560 State Lottery Revenue	224,685	244,592	19,906	
8590 Other State Revenue	906,430	397,101	(509,329)	More than anticipated LREBG, AMIM, and Prop 28 funds carried-over to FY25-26 and beyond.
TTL Other State Revenue	1,156,036	666,613	(489,423)	
Other Local Revenue				
8660 Interest Income	18,000	16,514	(1,486)	
8699 Other Revenue	10,000	9,425	(575)	
8791 Apportionment Transfer	685,544	838,601	153,057	
TTL Other Local Revenue	713,544	864,541	150,996	
TTL REVENUES	11,754,515	11,013,098	(741,417)	
EXPENDITURES				
1000 - Certificated Salaries				
1100 Teacher Compensation	3,058,985	3,815,650	756,665	A key factor in the decision of implementing a new pay schedule methodology beginning in FY25-26 is the significant challenge of accurately budgeting on a per-student, per-ES, per-site, and per-semester basis. Additionally, during the recent leadership transition, a decision was made to eliminate carry-over budget line items that lacked sufficient description from prior leadership. The lack of detail previously provided made it difficult to associate those amounts with specific sites or employees. Without a clear understanding of the thought-process behind those allocations, it is now easier to recognize the impact of their inclusion in the budget. Looking ahead, the new approach is expected to greatly reduce discrepancies between budgeted and actual
1150 Teacher Stipends/Extra Duty	277,298	225,602	(51,696)	
1160 Electives Teachers	46,824	97,910	51,086	
1200 Student Support	305,417	337,613	32,196	
1250 Support Stipends/Extra Duty	2,260	2,896	636	
1300 Certificated Administrators	525,055	697,284	172,228	
1350 Administrator Stipends/Extra Duty	18,966	28,438	9,472	
1370 Administrators Health Care In Lieu	1,007	1,058	51	
TTL Certificated Salaries	4,235,813	5,206,450	970,637	
2000 - Non - Certificated Salaries				
2100 Instructional Aides	94,964	21,465	(73,498)	
2150 Instructional Aides Stipends	-	158	158	
2160 Electives Instructional Aides	148,088	121,152	(26,937)	
2300 Classified Administrators	10,842	35,904	25,062	
2350 Classified Administrator Stipends	-	685	685	

Connecting Waters Charter School
2024-25 Unaudited Actuals
Budget Detail & Prior Budget Comparison

Description	Second Interim Budget	Unaudited Actuals	Budget Change	Comments
2400 Clerical & Technical Staff	792,398	873,179	80,782	
2450 Clerical & Technical Stipends	4,730	1,244	(3,486)	
2900 Other Classified Positions	20,851	24,889	4,037	
TTL Non - Certificated Salaries	1,071,873	1,078,676	6,803	
3000 - Employee Benefits				
3101 STRS Certificated	790,021	768,695	(21,326)	
3201 PERS Certificated	19,284	20,531	1,247	
3202 PERS Classified	242,883	258,756	15,873	
3301 OASDI/Medicare Exp	149,591	159,758	10,167	
3401 Health Care Certificated	751,725	677,000	(74,725)	
3402 Health Care Classified	169,075	220,481	51,406	
3501 Unemployment Insurance	2,654	4,430	1,776	
3601 Workers' Comp Certificated	46,594	51,261	4,667	
3602 Workers' Comp Classified	11,791	10,118	(1,673)	
TTL Employee Benefits	2,183,617	2,171,030	(12,587)	
4000 - Books/Supplies/Materials				
4310 Materials & Supplies	937,601	719,253	(218,348)	
4320 Office Supplies	35,855	39,493	3,638	
4330 Meals & Events	2,150	9,675	7,525	
4390 Other Supplies	79,264	-	(79,264)	
4400 Non-Capitalized Equipment	107,550	48,312	(59,238)	
4700 School Nutrition Program	2,200	3,241	1,041	
TTL Books/Supplies/Materials	1,164,620	819,974	(344,646)	
5000 - Services & Operations				
5200 Travel & Conferences	80,161	88,655	8,494	
5210 Mileage Reimbursements	116,500	97,080	(19,420)	
5300 Dues & Memberships	19,000	19,753	753	
5400 Insurance	57,500	49,380	(8,121)	
5401 Insurance Subrogation	-	-	-	
5500 Operations & Housekeeping	6,000	10,725	4,725	
5510 Utilities (General)	600	450	(150)	
5515 Utilities (Gas)	3,500	3,339	(161)	
5516 Utilities (Electric)	7,000	5,919	(1,081)	
5517 Utilities (Garbage)	1,400	1,283	(117)	
5518 Utilities (Sewer)	200	480	280	
5519 Utilities (Water)	-	-	-	
5610 Facility Rents & Leases	68,001	-	(68,001)	Lease ammortization cost moved to object 6910.
5611 Lease Interest Expense	11,000	18,042	7,042	
5620 Equipment Leases	3,100	2,470	(630)	
5630 Maintenance & Repair	8,725	19,365	10,640	
5710 Direct Cost	-	0	0	
5800 Professional Services - Non-instructional	75,200	173,650	98,450	
5810 Legal	30,000	39,306	9,306	
5820 Audit & CPA	14,000	9,452	(4,548)	
5825 DMS Business Services	251,494	230,826	(20,668)	
5830 Non-Instructional Software Licenses/Fees	64,500	70,344	5,844	

Connecting Waters Charter School
2024-25 Unaudited Actuals
Budget Detail & Prior Budget Comparison

Description	Second Interim Budget	Unaudited Actuals	Budget Change	Comments
5835 Field Trips	-	1,093	1,093	
5840 Advertising & Recruitment	400	1,238	838	
5850 Oversight Fees	292,990	300,343	7,354	
5860 Service Fees	4,600	3,691	(909)	
5870 Livescan Fingerprinting	1,500	1,238	(262)	
5880 Instructional Vendors & Consultants	875,468	1,141,437	265,969	Increased SpEd services costs.
5910 Telephone	6,100	6,398	298	
5920 Internet	14,500	11,498	(3,002)	
5930 Postage	7,275	7,594	319	
5940 Technology	49,264	-	(49,264)	
TTL Services & Operations	2,069,977	2,315,051	245,073	
6000 - Capital Outlay				
6900 Depreciation	80,000	60,986	(19,014)	
6910 Lease Ammortization Expense (ASC842)	-	52,345	52,345	Lease ammortization cost moved to object 6910.
TTL Capital Outlay	80,000	113,330	33,330	
7000 - Other Outgo				
7310 Indirect Costs	1,947	-	(1,947)	
7438 Interest Expense	-	-	-	
TTL Other Outgo	1,947	-	(1,947)	
TTL EXPENDITURES	10,807,848	11,704,511	896,663	
Revenues less Expenditures	946,666	(691,413)	(1,638,080)	
Beginning Fund Balance	8,412,350	8,412,350		
Net Revenues	946,666	(691,413)		
ENDING BALANCE	9,359,016	7,720,937		
ENDING BALANCE AS % OF OUTGO	86.6%	66.0%		

Coversheet

Approval of the Connecting Waters Charter School, East Bay 2024-2025 Unaudited Actuals

Section:	V. Items Scheduled for Consideration and/or Action
Item:	B. Approval of the Connecting Waters Charter School, East Bay 2024-2025 Unaudited Actuals
Purpose:	Vote
Submitted by:	
Related Material:	CWEB FY2024-25 Unaudited Actuals FINAL.pdf



Connecting Waters East Bay

2024-25 Unaudited Actuals





Connecting Waters East Bay

2024-25 Unaudited Actuals - Summary Analysis

SUMMARY OF RESULTS

This Unaudited Actuals projects a budget surplus of \$39,590.

This is an increase of \$39,096 from the Second Interim Budget projected surplus of \$493.

This will allow Connecting Waters East Bay to end this fiscal year with a fund balance of \$5,703,250, which is 76.9% of annual expenditures.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = increase of \$245,522, or 3.4% of prior revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$320,139 higher than at Second Interim Budget due to an increase in actual ADA.

Federal Revenues: This consists of federal special education (IDEA) and other federal special education funding.

These revenues increase compared to the Second Interim Budget due to increased ADA.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, and one-time block grants such as Arts & Music and Learning Recovery.

Other State Revenues are projected (\$104,879) lower than at Second Interim Budget primarily due to a decrease in anticipated usage of one-time funds.

Other Local Revenues: This category includes any non-LCFF local revenue sources.

These revenues increase compared to the July Budget due to additional monies collected.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = increase of \$206,426, or 2.9% of prior expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$218,244) lower than at Second Interim Budget, reflecting adjustments to address job assignment changes and staffing realignments.

A key factor in the decision to implement a new pay schedule and methodology beginning in FY25-26 is the significant challenge of accurately budgeting on a per-student, per-ES, per-site, and per-semester basis. Additionally, during the recent leadership transition, a decision was made to eliminate budget line items that lacked sufficient description from prior leadership. The lack of detail previously provided made it difficult to associate those amounts with specific sites or employees. Without a clear understanding of the thought-process behind those allocations, it is now easier to recognize the impact of their inclusion in the budget. Looking ahead, the new approach is expected to greatly reduce discrepancies between budgeted and actual expenditures.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected (\$57,996) lower than at Second Interim Budget due to a decrease in actual supplies and non-capital purchases.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$342,884 higher than at Second Interim Budget due primarily to increases in instructional services.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation, interest on long-term debt, and Lease Ammortization.

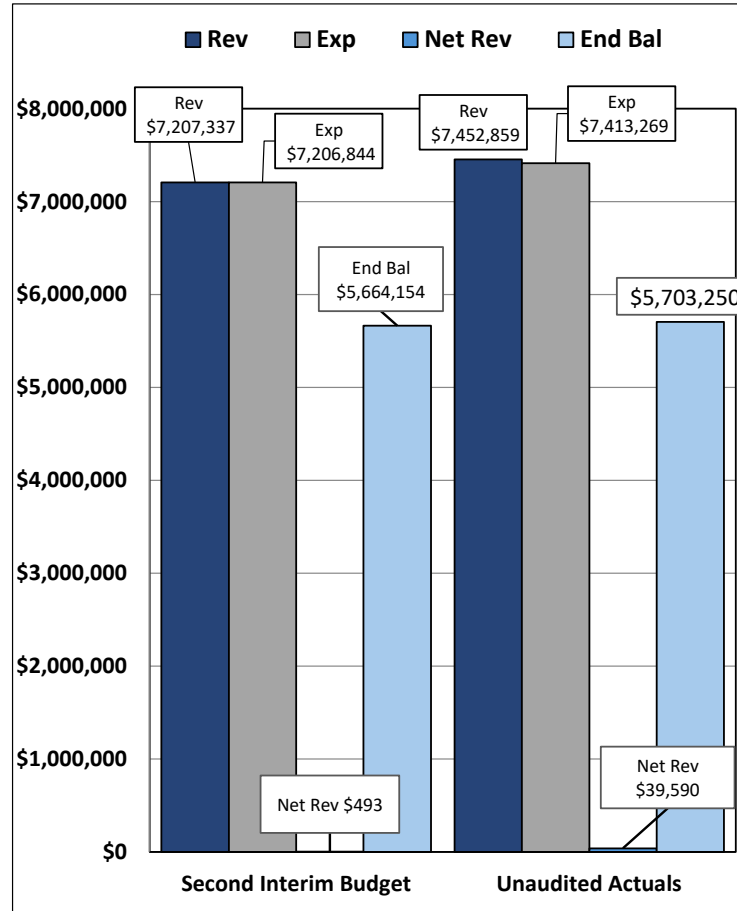
Depreciation expense decreased from Second Interim Budget due to a decrease in depreciable items and Lease Ammortization Expense moved from obj 5610 to this category per ASC 842 accounting standards (capitlization of long-term leases).

SB740 Non-Classroom Funding Determination:

The FY2024-25 Unaudited Actuals reflect SB740 compliance is 49.0% for Certificated Expenditures and 90.4% for Instructional Expenditures.

**Connecting Waters East Bay
2024-25 Unaudited Actuals
BUDGET SUMMARY**

Description	Second Interim Budget	Unaudited Actuals	Change
Projected Enrollment:	528	540	12
Projected P-2 ADA:	517.44	530.90	13.46
Revenues:			
General Purpose Entitlement	\$ 6,165,434	\$ 6,485,574	\$ 320,139
Federal Revenue	77,123	94,370	\$ 17,247
Other State Revenue	963,780	858,901	\$ (104,879)
Other Local Revenue	1,000	14,015	\$ 13,015
TTL Revenues	\$ 7,207,337	\$ 7,452,859	\$ 245,522
Expenditures:			
Certificated Salaries	\$ 2,755,913	\$ 2,660,071	\$ (95,842)
Non-Certificated Salaries	710,106	664,602	\$ (45,504)
Benefits	1,428,739	1,351,841	\$ (76,898)
Books/Supplies/Materials	938,240	880,244	\$ (57,996)
Services/Operations	1,347,845	1,690,730	\$ 342,884
Capital Outlay	26,000	165,781	\$ 139,781
Other Outgo	-	-	\$ -
TTL Expenditures	\$ 7,206,844	\$ 7,413,269	\$ 206,426
Net Revenues	\$ 493	\$ 39,590	\$ 39,096
Beginning Balance July 1	\$ 5,663,661	\$ 5,663,661	
Ending Balance June 30	\$ 5,664,154	\$ 5,703,250	
Ending Balance as % of Exp:	78.6%	76.9%	



**Connecting Waters East Bay
2024-25 Unaudited Actuals
Budget Detail & Prior Budget Comparison**

Description	Second Interim Budget	Unaudited Actuals	Budget Change	Comments
Enrollment (CALPADS)	528	540	12	
Average Daily Attendance (P-2)	517.44	530.90	13.46	
REVENUES				
General Purpose Entitlement				
8011 LCFF General Entitlement	3,903,528	3,907,769	4,241	
8012 EPA Entitlement	103,488	106,180	2,692	
8019 Prior Year Unrestricted Revenue	-	139,530	139,530	
8096 In-Lieu-Of Property Taxes	2,158,418	2,332,095	173,677	Increase due to higher than projected ADA and Prior
TTL General Purpose Entitlement	6,165,434	6,485,574	320,139	Year (PY) adjustments.
Federal Revenue				
8181 Federal IDEA SpEd Revenue	70,700	86,152	15,452	
8182 SpEd - Discretionary Grants	6,423	6,355	(68)	
8290 Other Federal Revenue	-	1,863	1,863	
TTL Federal Revenue	77,123	94,370	17,247	Increase due to higher then projected ADA.
Other State Revenue				
8311 AB602 State SpEd Revenue	439,830	476,159	36,329	
8550 Mandated Block Grant	15,874	15,874	0	
8560 State Lottery Revenue	147,540	158,706	11,166	Decrease due to lower than anticipated usage of one-
8590 Other State Revenue	360,537	208,162	(152,375)	time funds - these are carried over into subsequent
TTL Other State Revenue	963,780	858,901	(104,879)	years.
Other Local Revenue				
8660 Interest Income	-	-	-	
8699 Other Revenue	1,000	14,015	13,015	
8791 Apportionment Transfer	-	-	-	
TTL Other Local Revenue	1,000	14,015	13,015	
TTL REVENUES	7,207,337	7,452,859	245,522	
EXPENDITURES				
1000 - Certificated Salaries				
1100 Teacher Compensation	1,975,322	1,988,235	12,913	A key factor in the decision of implementing a new pay
1150 Teacher Stipends/Extra Duty	181,833	126,174	(55,659)	schedule methodology beginning in FY25-26 is the
1160 Electives Teachers	31,216	27,544	(3,672)	significant challenge of accurately budgeting on a per-
1200 Student Support	196,403	188,103	(8,300)	student, per-ES, per-site, and per-semester basis.
1250 Support Stipends/Extra Duty	1,440	1,127	(313)	Additionally, during the recent leadership transition, a
1300 Certificated Administrators	356,427	321,818	(34,609)	decision was made to eliminate carry-over budget line
1350 Administrator Stipends/Extra Duty	12,601	6,400	(6,201)	items that lacked sufficient description from prior
1370 Administrators Health Care In Lieu	672	671	(1)	leadership. The lack of detail previously provided made
TTL Certificated Salaries	2,755,913	2,660,071	(95,842)	it difficult to associate those amounts with specific
2000 - Non - Certificated Salaries				sites or employees. Without a clear understanding of
2100 Instructional Aides	62,438	13,667	(48,770)	the thought-process behind those allocations, it is now
2150 Instructional Aides Stipends	-	105	105	easier to recognize the impact of their inclusion in the
2160 Electives Instructional Aides	98,726	2,356	(96,369)	budget. Looking ahead, the new approach is expected
2300 Classified Administrators	7,228	24,154	16,926	to greatly reduce discrepancies between budgeted and
2350 Classified Administrator Stipends	-	459	459	actual expenditures.

Connecting Waters East Bay
2024-25 Unaudited Actuals
Budget Detail & Prior Budget Comparison

Description	Second Interim Budget	Unaudited Actuals	Budget Change	Comments
2400 Clerical & Technical Staff	525,600	606,371	80,771	
2450 Clerical & Technical Stipends	3,153	897	(2,257)	
2900 Other Classified Positions	12,962	16,592	3,631	
TTL Non - Certificated Salaries	710,106	664,602	(45,504)	
3000 - Employee Benefits				
3101 STRS Certificated	514,229	419,931	(94,299)	
3201 PERS Certificated	15,771	12,679	(3,092)	
3202 PERS Classified	160,711	172,683	11,971	
3301 OASDI/Medicare Exp	98,228	90,084	(8,144)	
3401 Health Care Certificated	488,319	475,340	(12,979)	
3402 Health Care Classified	111,621	146,269	34,648	
3501 Unemployment Insurance	1,733	2,267	534	
3601 Workers' Comp Certificated	30,315	26,268	(4,047)	
3602 Workers' Comp Classified	7,811	6,321	(1,491)	
TTL Employee Benefits	1,428,739	1,351,841	(76,898)	
4000 - Books/Supplies/Materials				
4310 Materials & Supplies	830,835	803,596	(27,239)	
4320 Office Supplies	27,580	30,528	2,948	
4330 Meals & Events	1,400	5,813	4,413	
4390 Other Supplies	-	-	-	
4400 Non-Capitalized Equipment	77,400	38,433	(38,967)	
4700 School Nutrition Program	1,025	1,875	850	
TTL Books/Supplies/Materials	938,240	880,244	(57,996)	
5000 - Services & Operations				
5200 Travel & Conferences	36,524	52,447	15,922.65	
5210 Mileage Reimbursements	28,900	26,332	(2,568.06)	
5300 Dues & Memberships	11,550	13,414	1,863.51	
5400 Insurance	38,300	32,916	(5,383.69)	
5401 Insurance Subrogation	-	-	-	
5500 Operations & Housekeeping	-	-	-	
5510 Utilities (General)	1,700	3,437	1,737.34	
5515 Utilities (Gas)	-	-	-	
5516 Utilities (Electric)	-	-	-	
5517 Utilities (Garbage)	4,000	4,178	178.46	
5518 Utilities (Sewer)	-	-	-	
5519 Utilities (Water)	-	-	-	
5610 Facility Rents & Leases	174,738	-	(174,737.97)	Lease ammortization cost moved to object 6910.
5611 Lease Interest Expense	-	-	-	
5620 Equipment Leases	2,000	1,647	(353.17)	
5630 Maintenance & Repair	9,000	40,550	31,549.71	
5710 Direct Cost	-	-	-	
5800 Professional Services - Non-instructional	72,775	127,891	55,116.47	
5810 Legal	37,000	62,456	25,455.57	
5820 Audit & CPA	9,000	6,301	(2,698.94)	
5825 DMS Business Services	157,543	157,476	(67.04)	
5830 Non-Instructional Software Licenses/Fees	42,000	45,422	3,421.50	

**Connecting Waters East Bay
2024-25 Unaudited Actuals
Budget Detail & Prior Budget Comparison**

Description	Second Interim Budget	Unaudited Actuals	Budget Change	Comments
5835 Field Trips	-	729	728.76	
5840 Advertising & Recruitment	250	2,026	1,775.50	
5850 Oversight Fees	62,599	63,460	861.25	
5860 Service Fees	3,700	1,868	(1,832.32)	
5870 Livescan Fingerprinting	700	825	125.24	
5880 Instructional Vendors & Consultants	636,517	1,028,836	392,319.02	Increased SpEd services costs.
5910 Telephone	3,500	3,959	459.12	
5920 Internet	13,200	12,308	(892.09)	
5930 Postage	2,350	2,253	(96.71)	
5940 Technology	-	-	-	
TTL Services & Operations	1,347,845	1,690,730	342,884	
6000 - Capital Outlay				
6900 Depreciation	26,000	3,519	(22,481)	
6910 Lease Ammortization Expense (ASC842)	-	162,263	162,263	Lease ammortization cost moved to object 6910.
TTL Capital Outlay	26,000	165,781	139,781	
7000 - Other Outgo				
7310 Indirect Costs	-	-	-	
7438 Interest Expense	-	-	-	
TTL Other Outgo	-	-	-	
TTL EXPENDITURES	7,206,844	7,413,269	206,426	
Revenues less Expenditures	493	39,590	39,096	
Beginning Fund Balance	5,663,661	5,663,661		
Net Revenues	493	39,590		
ENDING BALANCE	5,664,154	5,703,250		
ENDING BALANCE AS % OF OUTGO	78.6%	76.9%		

Coversheet

Approval of the Connecting Waters Charter School, Central Valley 2024-2025 Unaudited Actuals

Section: V. Items Scheduled for Consideration and/or Action
Item: C. Approval of the Connecting Waters Charter School, Central Valley
2024-2025 Unaudited Actuals
Purpose: Vote
Submitted by:
Related Material: CWCV FY2024-25 Unaudited Actuals FINAL.pdf



Connecting Waters Central Valley

2024-25 Unaudited Actuals



Connecting Waters Central Valley

2024-25 Unaudited Actuals - Summary Analysis

SUMMARY OF RESULTS

This Unaudited Actuals projects a budget surplus of \$930,749.

This is an increase of \$526,131 from the prior Second Interim Budget projected surplus of \$404,618.

This will allow Connecting Waters Central Valley to end this fiscal year with a fund balance of \$9,559,814, which is 96.7% of annual expenditures.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = increase of \$17,633, or 0.2% of prior revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$149,483 higher than at Second Interim Budget due to an increase in actual ADA.

Federal Revenues: This consists of federal special education (IDEA) and other federal special education funding.

These revenues increase compared to the Second Interim Budget due to increased ADA.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, and one-time block grants such as Arts & Music and Learning Recovery.

Other State Revenues are projected (\$168,037) lower than at Second Interim Budget due the lower than anticipated usage of one-time funds

Other Local Revenues: This category includes any non-LCFF local revenue sources.

These revenues increase compared to the Second Interim Budget due to additional monies collected.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = decrease of (\$508,498), or -4.9% of prior expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$850,791) lower than at Second Interim Budget, reflecting changes in job assignments and staffing realignments.

A key factor in the decision to implement a new pay schedule and methodology beginning in FY25-26 is the significant challenge of accurately budgeting on a per-student, per-ES, per-site, and per-semester basis. Additionally, during the recent leadership transition, a decision was made to eliminate budget line items that lacked sufficient description from prior leadership. The lack of detail previously provided made it difficult to associate those amounts with specific sites or employees. Without a clear understanding of the thought-process behind those allocations, it is now easier to recognize the impact of their inclusion in the budget. Looking ahead, the new approach is expected to greatly reduce discrepancies between budgeted and actual expenditures.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected \$35,541 higher than at Second Interim Budget due to increases in educational materials and supplies costs.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$301,544 higher than at Second Interim Budget due primarily to the increase in instructional services.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

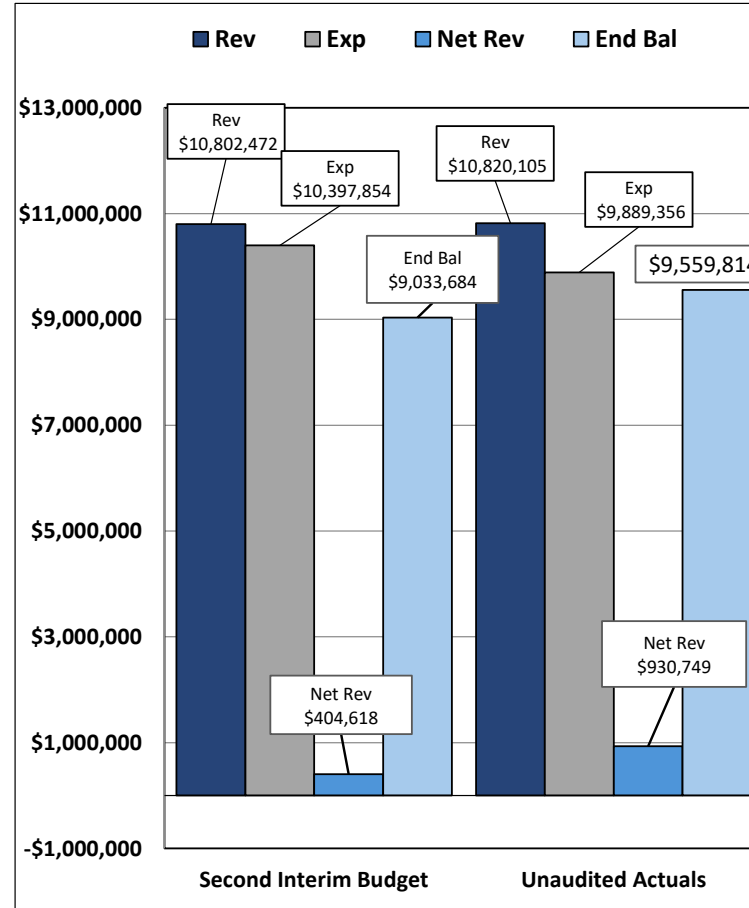
These costs are slightly increased compared to the Second Interim Budget due to an increase in depreciable items.

SB740 Non-Classroom Funding Determination:

The FY2024-25 Unaudited Actuals reflect SB740 compliance is 48.8% for Certificated Expenditures and 82.2% for Instructional Expenditures.

**Connecting Waters Central Valley
2024-25 Unaudited Actuals
BUDGET SUMMARY**

Description	Second Interim Budget	Unaudited Actuals	Change
Projected Enrollment:	750	776	26
Projected P-2 ADA:	742.50	757.15	14.65
Revenues:			
General Purpose Entitlement	\$ 9,220,756	\$ 9,370,239	\$ 149,483
Federal Revenue	107,236	126,570	\$ 19,334
Other State Revenue	1,456,480	1,288,444	\$ (168,037)
Other Local Revenue	18,000	34,852	\$ 16,852
TTL Revenues	\$ 10,802,472	\$ 10,820,105	\$ 17,633
Expenditures:			
Certificated Salaries	\$ 4,187,435	\$ 4,047,398	\$ (140,037)
Non-Certificated Salaries	980,185	782,947	\$ (197,238)
Benefits	2,154,546	1,641,031	\$ (513,515)
Books/Supplies/Materials	737,997	773,538	\$ 35,541
Services/Operations	1,882,642	2,184,186	\$ 301,544
Capital Outlay	300,000	313,438	\$ 13,438
Other Outgo	155,048	146,817	\$ (8,231)
TTL Expenditures	\$ 10,397,854	\$ 9,889,356	\$ (508,498)
Net Revenues	\$ 404,618	\$ 930,749	\$ 526,131
Beginning Balance July 1	\$ 8,629,065	\$ 8,629,065	
Ending Balance June 30	\$ 9,033,684	\$ 9,559,814	
Ending Balance as % of Exp:	86.9%	96.7%	



**Connecting Waters Central Valley
2024-25 Unaudited Actuals
Budget Detail & Prior Budget Comparison**

Description	Second Interim Budget	Unaudited Actuals	Budget Change	Comments
Enrollment (CALPADS)	750	776	26	
Average Daily Attendance (P-2)	742.50	757.15	14.65	
REVENUES				
General Purpose Entitlement				
8011 LCFF General Entitlement	7,917,543	8,173,706	256,163	
8012 EPA Entitlement	148,500	151,430	2,930	
8019 Prior Year Unrestricted Revenue	-	(50,198)	(50,198)	
8096 In-Lieu-Of Property Taxes	1,154,713	1,095,301	(59,412)	
TTL General Purpose Entitlement	9,220,756	9,370,239	149,483	
Federal Revenue				
8181 Federal IDEA SpEd Revenue	99,120	115,238	16,118	
8182 SpEd - Discretionary Grants	8,116	8,030	(86)	
8290 Other Federal Revenue	-	3,302	3,302	
TTL Federal Revenue	107,236	126,570	19,334	
Other State Revenue				
8311 AB602 State SpEd Revenue	614,715	679,080	64,365	
8550 Mandated Block Grant	22,145	22,145	(0)	
8560 State Lottery Revenue	211,712	222,000	10,288	
8590 Other State Revenue	607,908	365,219	(242,689)	
TTL Other State Revenue	1,456,480	1,288,444	(168,037)	
Other Local Revenue				
8660 Interest Income	16,000	11,581	(4,419)	
8699 Other Revenue	2,000	23,271	21,271	
8791 Apportionment Transfer	-	-	-	
TTL Other Local Revenue	18,000	34,852	16,852	
TTL REVENUES	10,802,472	10,820,105	17,633	
EXPENDITURES				
1000 - Certificated Salaries				
1100 Teacher Compensation	3,095,590	3,128,514	32,925	A key factor in the decision of implementing a new pay schedule methodology beginning in FY25-26 is the significant challenge of accurately budgeting on a per-student, per-ES, per-site, and per-semester basis. Additionally, during the recent leadership transition, a decision was made to eliminate carry-over budget line items that lacked sufficient description from prior leadership. The lack of detail previously provided made it difficult to associate those amounts with specific sites or employees. Without a clear understanding of the thought-process behind those allocations, it is now easier to recognize the impact of their inclusion in the budget. Looking ahead, the new approach is expected to greatly reduce discrepancies between budgeted and actual expenditures.
1150 Teacher Stipends/Extra Duty	248,177	136,543	(111,634)	
1160 Electives Teachers	42,021	29,475	(12,547)	
1200 Student Support	303,481	287,634	(15,847)	
1250 Support Stipends/Extra Duty	2,300	1,658	(642)	
1300 Certificated Administrators	477,768	453,448	(24,319)	
1350 Administrator Stipends/Extra Duty	17,194	9,274	(7,921)	
1370 Administrators Health Care In Lieu	904	852	(53)	
TTL Certificated Salaries	4,187,435	4,047,398	(140,037)	
2000 - Non - Certificated Salaries				
2100 Instructional Aides	88,777	16,369	(72,408)	
2150 Instructional Aides Stipends	-	142	142	
2160 Electives Instructional Aides	132,900	25,433	(107,467)	
2300 Classified Administrators	9,730	32,843	23,113	
2350 Classified Administrator Stipends	-	621	621	

Connecting Waters Central Valley
2024-25 Unaudited Actuals
Budget Detail & Prior Budget Comparison

Description	Second Interim Budget	Unaudited Actuals	Budget Change	Comments
2400 Clerical & Technical Staff	721,991	684,482	(37,509)	
2450 Clerical & Technical Stipends	4,245	722	(3,523)	
2900 Other Classified Positions	22,542	22,336	(206)	
TTL Non - Certificated Salaries	980,185	782,947	(197,238)	
3000 - Employee Benefits				
3101 STRS Certificated	780,573	620,675	(159,898)	
3201 PERS Certificated	20,037	22,173	2,136	
3202 PERS Classified	222,908	204,073	(18,835)	
3301 OASDI/Medicare Exp	141,943	120,954	(20,989)	
3401 Health Care Certificated	773,459	455,847	(317,611)	
3402 Health Care Classified	156,199	166,332	10,133	
3501 Unemployment Insurance	2,584	3,258	675	
3601 Workers' Comp Certificated	46,062	40,392	(5,670)	
3602 Workers' Comp Classified	10,782	7,326	(3,456)	
TTL Employee Benefits	2,154,546	1,641,031	(513,515)	
4000 - Books/Supplies/Materials				
4310 Materials & Supplies	601,997	651,644	49,647	
4320 Office Supplies	44,850	54,271	9,421	
4330 Meals & Events	3,500	7,896	4,396	
4390 Other Supplies	-	-	-	
4400 Non-Capitalized Equipment	85,250	56,572	(28,678)	
4700 School Nutrition Program	2,400	3,155	755	
TTL Books/Supplies/Materials	737,997	773,538	35,541	
5000 - Services & Operations				
5200 Travel & Conferences	38,417	60,158	21,742	
5210 Mileage Reimbursements	35,244	26,461	(8,783)	
5300 Dues & Memberships	15,500	17,826	2,326	
5400 Insurance	51,500	44,310	(7,190)	
5401 Insurance Subrogation	-	-	-	
5500 Operations & Housekeeping	44,000	56,287	12,287	
5510 Utilities (General)	5,250	4,487	(763)	
5515 Utilities (Gas)	11,300	11,153	(147)	
5516 Utilities (Electric)	30,000	19,867	(10,133)	
5517 Utilities (Garbage)	7,000	6,192	(808)	
5518 Utilities (Sewer)	-	-	-	
5519 Utilities (Water)	17,000	15,763	(1,237)	
5610 Facility Rents & Leases	-	-	-	
5611 Lease Interest Expense	-	-	-	
5620 Equipment Leases	2,020	2,217	197	
5630 Maintenance & Repair	104,500	147,546	43,046	
5710 Direct Cost	-	(1,858)	(1,858)	
5800 Professional Services - Non-instructional	130,450	183,318	52,868	
5810 Legal	36,000	55,773	19,773	
5820 Audit & CPA	11,500	5,858	(5,642)	
5825 DMS Business Services	236,388	229,854	(6,534)	
5830 Non-Instructional Software Licenses/Fees	68,600	60,755	(7,845)	

**Connecting Waters Central Valley
2024-25 Unaudited Actuals
Budget Detail & Prior Budget Comparison**

Description	Second Interim Budget	Unaudited Actuals	Budget Change	Comments
5835 Field Trips	-	1,181	1,181	
5840 Advertising & Recruitment	400	1,290	890	
5850 Oversight Fees	93,820	94,204	384	
5860 Service Fees	2,900	2,663	(237)	
5870 Livescan Fingerprinting	1,200	1,112	(88)	
5880 Instructional Vendors & Consultants	889,903	1,102,998	213,094	Increased SpEd services costs.
5910 Telephone	6,000	5,833	(167)	
5920 Internet	25,000	25,903	903	
5930 Postage	3,750	3,033	(717)	
5940 Technology	15,000	-	(15,000)	
TTL Services & Operations	1,882,642	2,184,186	301,544	
6000 - Capital Outlay				
6900 Depreciation	300,000	313,438	13,438	
6910 Lease Ammortization Expense (ASC842)	-	-	-	
TTL Capital Outlay	300,000	313,438	13,438	
7000 - Other Outgo				
7310 Indirect Costs	-	-	-	
7438 Interest Expense	155,048	146,817	(8,231)	
TTL Other Outgo	155,048	146,817	(8,231)	
TTL EXPENDITURES	10,397,854	9,889,356	(508,498)	
Revenues less Expenditures	404,618	930,749	526,131	
Beginning Fund Balance	8,629,065	8,629,065		
Net Revenues	404,618	930,749		
ENDING BALANCE	9,033,684	9,559,814		
ENDING BALANCE AS % OF OUTGO	86.9%	96.7%		

Coversheet

Approval of the Decision for Connecting Waters Charter Schools to not Participate in the Consolidated Application (ConApp) for 2025-2026

Section:	V. Items Scheduled for Consideration and/or Action
Item:	D. Approval of the Decision for Connecting Waters Charter Schools to not Participate in the Consolidated Application (ConApp) for 2025-2026
Purpose:	Vote
Submitted by:	Delta Managed Solutions
Related Material:	CW 2025-26 Application for Funding.pdf CWEB 2025-26 Application for Funding.pdf

BACKGROUND:

The Consolidated Application (ConApp) is the fiscal mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California.

RECOMMENDATION:

Delta Managed Solutions recommendation is to not participate.

California Department of Education**Consolidated Application**

Connecting Waters Charter (50 75572 5030317)

Status: Certified
Saved by: Berenice Oceguela
Date: 6/18/2025 11:25 AM**2025–26 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	No
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No

*****Warning*****

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Report Date:6/18/2025

R02

Page 1 of 1

California Department of Education**Consolidated Application**

Connecting Waters Charter - East Bay (01 10017 0136101)

Status: Certified
Saved by: Berenice Oceguela
Date: 6/17/2025 3:52 PM**2025–26 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

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By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	No
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No

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Coversheet

Approval of the Connecting Waters Charter Schools 2025-2026 Employee Handbook

Section:	V. Items Scheduled for Consideration and/or Action
Item:	E. Approval of the Connecting Waters Charter Schools 2025-2026
Employee Handbook	
Purpose:	Vote
Submitted by:	HR
Related Material:	V.E. 2025-2026 CWCS Employee Handbook .pdf

BACKGROUND:

2025-2026 Employee Handbook deleted language on pages 28-29 and new added link on page 32

RECOMMENDATION:

Executive Director recommends approval

Connecting Waters Charter Schools

Employee Handbook

2025-2026



12420 Bentley Street

Waterford, CA 95386

Phone: (209) 874-1119, ext. 6/Fax: (209) 874-9531

Website: <http://www.connectingwaters.org>

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Appendix A - Harassment/Discrimination/Retaliation Complaint Form

Appendix B - Internal Complaint Form

Introduction To Handbook

This Handbook is designed to help employees get acquainted with Connecting Waters Charter Schools (hereinafter referred to as “CWCS, CWEB and CWCV” or the “School”). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. CWCS, CWEB and CWCV also reserve the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Executive Director has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Executive Director.

Employees must sign the acknowledgment of receipt of the employee handbook form annually. This will provide the School with a record that each employee has received this Handbook.

Conditions Of Employment

Equal Employment Opportunity Is Our Policy

The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. CWC, CWEB and CWCV will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. CWCS, CWEB and CWCV will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Executive Director or designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

CWCS, CWEB and CWCV will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This

training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Executive Director.

Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis ("TB") within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

CWCS, CWEB and CWCV will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, CWCS, CWEB and CWCV will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.

Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Professional Boundaries: Staff/Student Interaction Policy

CWCS, CWEB and CWCV recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. This policy is available on the School's website, link: [Employee Code of Conduct Policy](#).

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of **Permitted** actions (**Not** corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;

4. Forcing a pupil to give up a weapon or dangerous object;
 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of **Prohibited** actions (corporal punishment)
1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Employees shall maintain a professional learning and work environment that does not include exposing students, parents or staff to their personal, religious, political, or other beliefs, and must instead focus on providing a neutral learning environment.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school without prior approval.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Communication with students via an employee's personal accounts such as email and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed without prior approval.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff

members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any extra-curricular activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertain to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

CWCS, CWEB and CWCV are committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. CWCS, CWEB and CWCV's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists; color; gender (including gender identity, gender expression, transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making,

pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

CWCS, CWEB and CWCV does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When CWCS, CWEB and CWCV receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation, in accordance with our complaint policy, that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. CWCS, CWEB and CWCV is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

The following examples are not an exhaustive list:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

CWCS, CWEB and CWCV is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults; and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all- inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate CWCS, CWEB and CWCV policy.

Title IX Notice of Nondiscrimination

CWCS, CWEB and CWCV does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be

reached at:

Jerri Levers, Executive Director
209-874-1119 Ext. 6
ExecutiveDirector@cwcharter.org

A copy of the School's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within the School's education program or activities and for pursuing available remedies, is available on the website at: [Title IX Notice](#).

Whistleblower Policy

CWCS, CWEB and CWCV require its administrators, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable administrators, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All administrators, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug, Alcohol, Tobacco, and Vape Free Workplace

CWCS, CWEB and CWCV are committed to providing a drug alcohol, tobacco and vape-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug, alcohol, tobacco and vape use in the workplace or during the performance of job duties is extremely harmful to employees and to other CWCS, CWEB and CWCV stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

CWCS, CWEB and CWCV will provide unpaid leave to employees who wish to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that such time off does not impose an undue hardship on the School. The School will make reasonable efforts to protect the employee's privacy at this time. Nothing in this section will prevent the School from disciplining or terminating an employee found to be in violation of the Drug and Alcohol Free Workplace policy, the Rules of Conduct, or any other School policy or law.

CWCS, CWEB, and CWCV are also smoke and Vape-free environments. No smoking or vaping will be allowed on any school campus, and at off-campus School-sponsored events. Additionally, smoking is prohibited within 250 feet of any facility or park where a School sports event is taking place.

This policy does not prohibit an employee's use of cannabis off the job and away from the workplace.

Confidential Information

Each employee is responsible for safeguarding the confidential information obtained during employment. In the course of the employee's work, the employee may have access to confidential information regarding students, parents, our suppliers, our customers, or perhaps even fellow employees. Employees have the responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. All information relating not just to personnel but also to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education students shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflicts of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Operational Conflicts of Interest

The School prohibits its employees from engaging in the following:

1. Education Specialists ("ES") may not solicit students for their "class roster" who

are already enrolled with another ES. However, this in no way limits a parent in requesting a new ES or from allowing ESs to work together on transfers for the good of students.

2. An ES who serves as the ES for his/her own children or other children who reside in his/her household may not complete an AESS contract for them.
3. An ES or anyone in their immediate family may not become a Service or Product Vendor for CWCS, CWEB and CWCV or otherwise receive payment for services or product sold to the School.
4. An ES may not order services or product for a student from a Service or Product Vendor who is a relative of that student.
5. An ES who is also a School Small Group Instructor ("SGI") or 1:1 Tutor may not be paid from the Instructional Funding account they control for his/her own children or other children who reside in his/her household.
6. A service Purchase Order may not be created for a Small Group Instructor employee (who is not also working in the capacity of a School ES) with relatives enrolled in the school.
7. A Service Purchase Order ("PO" or "Service PO") may not be created for a student to attend a vendor course or lesson offered by a relative step-relative, domestic partner, or anyone who lives in the same household of the enrolled student.
8. An ES may not require any of the students on their "class roster" to become AESS students, to enroll in the courses they instruct, or to participate in the service activities for which an ES receives payment. If an ES feels that a student would benefit from one of the above activities, and the parent disagrees, the ES can only require it of them if approved in writing by the ES's Advisor. (This does not limit a parent's ability to participate in any of these situations).
9. An ES may not become a contracted Business Vendor during the same time they are a School employee. However, an ES may teach courses or offer tutoring as a school employee in addition to serving as an ES.
10. No ES can recommend or refer a student to the ES's spouse or immediate relative for any business purpose, including but not limited to providing tutoring or other services for pay. However, parents are free to voluntarily request that the spouse/relative of an ES provide their child with tutoring or other services.

The Workplace

Employment Status

Regular Employee: Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Temporary Employee: Temporary employees are those employed for short-term assignments. Short-term assignments generally are for periods of three (3) months or fewer, although such assignments may be extended. Temporary employees are not eligible for employee benefits except those mandated by applicable law.

Full-time Employee: Regular full-time employees are those who are scheduled for and do work forty (40) hours per week. Regular full-time employees are eligible for most employee benefits described in this handbook. Benefit eligibility may depend on length of continuous service. Benefit eligibility requirements may also be imposed by the plans themselves or by law.

Part-time Employee: Part-time employees are those who are scheduled for and do work fewer than forty (40) hours per week. Part-time employees who work at least twenty (20) hours per week may be eligible for prorated benefits as outlined herein.

As-needed Employee: As-needed employees are those that are scheduled on an as-needed basis. As-needed staff are not eligible to accrue vacation. Benefit eligibility is dependent on hours and period of time employed.

Job Duties

Employees should be aware that their job responsibilities may change at any time during their employment. From time to time, employees may be asked to work on special projects, or to assist with other work necessary or important to the operation of the department or the School. The employee's cooperation and assistance in performing such additional work is required.

CWCS, CWEB and CWCV reserve the right, at any time, with or without notice, to alter or change an employee's job responsibilities, reassign or transfer any employee's job positions, or assign additional job responsibilities to employees.

For Education Specialists, student assignments and extra duties are not guaranteed from year to year.

Employees who have a full-time position within CWCS or outside of CWCS may only be granted up to fifteen (15) independent study students if they wish to work as an ES in addition to their full-time position. However, granting fifteen (15) students will only be allowed on a case-by-case basis as approved by the Executive Director. This is dependent on administrative approval, employee performance, and does not carry over from year to year.

Full-time salaried/administrative staff who also have students assigned as a part-time Education Specialist must perform their full-time position duties independent from the

Education Specialist duties. Education Specialist duties must be performed outside of the full-time position and must be approved by your supervisor.

Multiple Positions within CWCS:

We value our employee's expertise and dedication to assuming additional job duties at CWCS. The School acknowledges that employees are most productive when their work hours are reasonable and when CWCS spreads the option to assume additional paid duties to as many employees as possible. For employee comfort and to share additional duties opportunities across all staff, employees are limited to working a combined maximum of sixty (60) hours per week between their regular position and any additional duties and positions. Any work beyond a sixty (60) hour workweek must be expressly approved by the Executive Director or the Designee, or be non-recurring based on an occasional increase in work.

Customer Relations

CWCS, CWEB and CWCV consider parents and students to be its "customers." Further, CWCS, CWEB and CWCV consider staff members and vendors to be its "associates." All must be treated with respect and immediate attention. The School's success depends on the quality of service CWCS, CWEB and CWCV provide its customers.

Employees must use active listening, polite replies, and seek to understand the customer point of view during in-person and phone conversations.

Employees are expected to be polite, courteous, prompt, and attentive to every customer. When an employee encounters an uncomfortable situation that he or she does not feel capable of handling, a more senior employee should be called immediately to assist.

CWCS, CWEB and CWCV are here to serve and each employee must remember that the customer always comes first. Remember, while the customer is not always right, employees will treat them respectfully and should refrain from engaging in arguments.

Customers and employees are to be treated courteously and given proper respect at all times. Never regard a customer's question or concern as an interruption or an annoyance.

Employees must respond to inquiries from parents, students, administration, supervisors, office staff, or co-workers whether in person, email, or by telephone, promptly and professionally within no more than one (1) workday. Employees who are out of the office must be sure to update their email or telephone voicemail accordingly.

Work Schedule

Business hours are normally 8:00 a.m. – 4:00 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and CWCS, CWEB and CWCV mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked or major fraction thereof, which should be scheduled towards the middle of the work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

CWCS, CWEB and CWCV accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

CWCS, CWEB and CWCV will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is clean and, located close to the employee's work area. Such room/location shall not be a bathroom or contain toxic or hazardous materials, and shall have electricity, a surface to place a breast pump, and a place to sit. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive and begin work consistently and on time. Absenteeism and tardiness negatively affect the School's ability to implement its educational program and disrupts consistency in students' learning.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School.

If an employee is unable to report for work on any particular day, the employee must call the Executive Director or the Human Resource Department at least one (1) hour before

the scheduled start time, and obtain approval for the absence from the Executive Director or designee, unless due to emergency circumstances the employee is unable to do so. The employee must also inform the Executive Director or designee of the expected duration of any absence. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Executive Director sufficiently informed of the situation. Excessive absenteeism or tardiness, whether excused or not, will not be tolerated. Absence for more than three (3) consecutive days without notifying the Executive Director will be considered a voluntary resignation from employment.

Education Specialists (“ES”) who encounter emergency situations that do not allow them to do their job must inform their ES Advisor and the Executive Director within twenty-four (24) hours. Further, an ES who is unable to attend a scheduled meeting or are running late to a meeting with students/parents due to an unforeseen emergency must contact the students/parents immediately. Failure to return phone calls/emails within twenty-four (24) hours during workdays requires an explanation to the employee’s ES Advisor. Failure to inform the ES Advisor of the employee’s expected absence, failure to return phone calls/email for three (3) workdays without notice, and missing required deadlines/meetings constitutes abandonment of the ES position.

Online Meeting Protocol

For staff unable to attend an in-person meeting and the online option is appropriate, the following protocol applies:

1. The employee is to reach out to their immediate supervisor (ES Advisor/Director/Coordinator) and let them know of the need for online meeting attendance.
2. The employee will then email Personnel (personnel@cwcharter.org) requesting approval to attend the meeting online. Personnel will determine whether or not the employee should take a sick/personal day.
 - a. If it is determined that the employee should take a personal/sick day, Personnel will send them the form to fill out. The employee will need to make arrangements with their immediate supervisor (ES Advisor/Director/Coordinator) to make up for the meeting and information missed. If approval to attend online is given, Personnel will send a follow-up email and CC the immediate supervisor (ES Advisor/Director/Coordinator).

Online Meeting Norms

Approval for online attendance to meetings or trainings is only given if the employee can adhere to all of the following online meeting norms:

- Be ready to begin by the start time
- Stay muted throughout the meeting
- Video should be turned on with face showing with limited background distractions. (On a case-by-case basis, the employee may seek approval to

not attend on camera. However, if the employee is unable to stay on camera due to severe illness, distractions, or being away from their workstation for prolonged periods of time, the employee will be excused from the meeting and there will be a follow-up from Personnel.)

- Employees should be able to fully participate in the meeting/training.
- If the employee steps away for a short moment, they must leave their video on.
- If an urgent matter arises and the employee needs to step away, then the employee is expected to text or private chat with the host, and either the advisor, or administrator, or coordinator to notify them, press 'Stop Video' to tend to the matter. If the employee must walk away from their screen during the meeting to prevent disruptions, they must press 'Start Video' when they return.
- Prepare to give each presenter full attention as if in person. It would not be professional to have a personal conversation, have someone in the room who is not a CWCS employee, have a child on lap or needing attention, checking emails, phone calls, submitting orders, multitasking etc.
- Dress in appropriate workwear and don't assume that others can't see from the waist down. Pajamas would be an example of unprofessional workwear. While the employee does not need to dress in formal attire, dressing appropriately shows consideration for team members and compliance with CWCS personal appearance standards which apply whether employees are in-person or teleworking/remote.

If teaching a Canvas class, employees are required to have a camera on during all instruction in order to maximize student engagement during online classes.

Timecards/Records

By law, CWCS, CWEB and CWCV is obligated to keep accurate records of the time worked by non- exempt employees. Such employees shall be required to utilize the School's timecard system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday. Clocking in and out can only be done at an employee's workstation. Using a personal electronic device is prohibited.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the time card, the employee must contact the Executive Director or designee to make the correction and such correction must be initialed by both the employee and the Executive Director or designee.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's timecard Any employee who violates any aspect of this policy, may be subject to disciplinary action, up to and including release from at-will employment with the School.

School Property

Any items purchased with school funds, such as computers, educational materials and desks, are considered CWCS, CWEB and CWCV property and must be maintained according to School rules and regulations. School property is to be used only for work-related purposes. The School reserves the right to search and inspect all School property and any property used by employees in work-related duties to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence.

School-paid cell phones are lent to employees working in the field, for work related communications. These cell phones are not to be used for personal use.

The School may periodically need to assign and/or change "passwords" and personal codes for voicemail, email and computers. Except as provided herein, these communication technologies and related storage media and databases are to be used only for School business and remain the property of the School. CWCS, CWEB and CWCV reserves the right to keep a record of all passwords and codes used, and to override any such password system at any time at its sole discretion, with or without cause.

Prior authorization must be obtained from the Executive Director or their designee before any School property may be removed from the premises, except in the course of normal movement of educational materials/computers by ESs. In this case, regular check-out/tracking procedures must be followed.

Work Stations

Workstations are shared areas and are available for any staff member to use. Staff should be mindful of others and make the workstation available and welcoming to all. Staff must keep their workstation clean and organized. Personal decor should be professional and kept to a minimum. Workstations should be free of clutter and items such as toys, candles (fire hazard), plug in devices, distracting/inappropriate/offensive objects or pictures.

Use of Email, Voicemail and Internet Access

CWCS, CWEB and CWCV will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. CWCS, CWEB and CWCV retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Personal Business

CWCS, CWEB and CWCV's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Professionalism

Employees may not bring their non-student children to work events (learning record meetings, CAASPP testing, ES meetings, etc.) unless they are participants in a School events or it is a general School event open to all students. Only the Executive Director may grant an exception for employees.

Compensation from Parents/Guardians

Employees are prohibited from requesting or accepting compensation from parents/guardians for the educational services provided/rendered by CWCS, CWEB and/or CWCV.

Social Media

If an employee decides to post information on the Internet (i.e., TikTok, Facebook, Instagram, Snapchat, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;

- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only employees designated in writing by the Executive Director may comment on the School's behalf regarding policy or events relevant to the School. Employees must be mindful of how they represent the School.

Personal Appearance/Standards of Dress

CWCS, CWEB and CWCV employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress (i.e business casual/work appropriate attire), and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Executive Director.
- 3) Slacks, work-appropriate dress shorts and jeans in good repair are to be worn on the waist with no portion of an undergarment showing. Tights, athletic leggings and yoga pants are permissible only when paired with a long blouse, cardigan, or

dress that is no higher than three (3) inches above the knee. Shorts should be modest in length and should be no higher than three (3) inches above the knee.

- 4) Skirts and dresses should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage. T-shirts and tops with logos/writing not affiliated with CWCS, or that are back-less, strap-less, or spaghetti strap, are not permitted.
- 6) For safety purposes, earrings must not dangle too far below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Visible body art such as tattoos should be appropriate for a school setting. Visible tattoos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted and must be concealed. Body piercing jewelry, body piercings, tongue rings, facial piercings (except for small nose piercings/studs) are not permitted where employees interact with students, parents, or the public.
- 9) Appropriate shoes must be worn at all times.

Anti-Nepotism Policy

Consistent with the principle that employees and prospective employees of CWCS, CWEB and CWCV shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of race, sex, religion, sexual orientation, or national origin, or any other factors not involving professional qualifications and performance, the following restrictions, designed to avoid the possibility of favoritism based on family or personal relationship, shall be observed with respect to personnel:

1. No one with supervisory responsibility shall hire or recommend for hire any related person.
2. All persons wishing to be considered for employment with the School shall disclose family and personal relationships with then-current the School employees or students.
3. To maintain workplace professionalism, related persons shall not be assigned to work in the same office location where they would have direct or indirect interactions. The School reserves the right to transfer related employees to alternative offices/locations to ensure compliance with this restriction.
4. With respect to proposed employment decisions which would result in the concurrent service of related persons within the same department, a person related to an incumbent employee may not be employed if the professional qualifications of other candidates for the available position are demonstrably superior to those of the related person.

5. With respect to the concurrent service of related persons within the same department, neither related person shall be permitted, either individually or as a member of the staff or as a member of a committee, to participate in the evaluation, advancement, or salary decisions of the other related person.
6. No member of the Board, CWCS, CWEB and CWCV administration or staff member shall engage in recommendations, discussions, or otherwise participate in any decision or recommendation relating to the appointment, promotion, retention, tenure, or employment of a related person.
7. In the event of a lack of candidates, a need for specialized skills, or other unique circumstances as determined on a case-by-case basis, the restriction against hiring related persons may be waived in the best interest of the School upon the approval of the Executive Director, subject to compliance with other applicable conflict of interest laws.
8. When other qualified candidates have not applied, assignments of short duration (generally less than sixty (60) working days), may be exempt from these guidelines, subject to compliance with other applicable conflict of interest laws.
9. This policy shall not supplant the application of applicable conflicts of interest laws to the School.

Definition of "Related Persons"

The following relationships create related persons:

- Parent and child;
- Siblings;
- Grandparent and grandchild;
- Aunt and/or uncle and niece and/or nephew;
- First cousins;
- Spouses and registered domestic partners;
- Guardian and ward;
- Any corresponding in-law, step, or adoptive relative, or anyone residing in a permanent basis in the home of a current The School employee or student; and
- Persons engaged in amorous relationships, meaning a relationship in which two (2) persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated.

Policy Statement on Consensual Relationships

Consensual romantic or sexual relationships between supervisors and employees and between staff are potentially exploitative and must be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others. In addition, a supervisor will be prohibited from evaluating an employee's job performance if he/she is romantically/sexually involved with that employee.

The School's anti-nepotism policy precludes individuals from evaluating the work performance of others with whom they have intimate familial or personal relationships, or

from making hiring, salary, or similar financial decisions concerning such persons. The same principles apply to supervisor-employee relationships in the context of work or academic evaluation.

Violations of this Policy Statement on Consensual Relationships, if proven, will result in the imposition of corrective actions and/or disciplinary sanctions, up to and including dismissal from employment.

Health and Safety Policy

CWCS, CWEB and CWCV is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

CWCS, CWEB and CWCV has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director when keys are missing or if security access codes or passes have been breached.

Occupational Safety

CWCS, CWEB and CWCV is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. CWCS, CWEB and CWCV's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

Employee Wages and Health Benefits

Payroll Withholdings

As required by law, CWCS, CWEB and CWCV shall withhold applicable Federal Income Tax, State Income Tax, Social Security (FICA), and the employee's contributions to the State Teachers' Retirement System ("STRS") or Public Employees' Retirement System ("PERS"), as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. STRS/PERS: CWCS, CWEB and CWCV shall withhold any applicable employee contribution owing to STRS or PERS.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Payroll Department to explain it to them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Human Resource Department. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Human Resource Department and to fill out a new W-4 form.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

ES Nonexempt Compensation

General Nonexempt Education Specialist Guidelines:

~~Nonexempt Education Specialists (“ES”) will be paid hourly and log their hours into the School’s timekeeping system. ES’s working in an independent study school will typically work one hour per week for each student served on their roster. For instance, if an ES has fifteen (15) students for the entire year, the ES will spend approximately 270 hours per semester or 540 hours per year servicing all of their students. Nonexempt teachers must log their start time and end time each day, and take meal and rest periods as required by the Employee Handbook.~~

~~If a nonexempt ES has extra duties such as AESS, EE, or CMS class, the ES will log their time into the time keeping system also. AESS student time is only the time that is allotted on the AESS contract. EE services are a maximum of five (5) hours for the semester.~~

Definition of Nonexempt ES:

~~ESs who do not meet the applicable requirements to be considered exempt (e.g., making the minimum monthly salary required by law and performing a majority of exempt/professional duties) are considered nonexempt ESs. These ESs are subject to minimum wage, timekeeping, overtime, and meal and rest period requirements.~~

Beginning August 2019:

- ~~• Nonexempt ESs will be paid hourly.~~
- ~~• Nonexempt ESs will be able to use a timeclock instead of the time sheets. Employees can log in/out using a smart phone.~~
- ~~• Nonexempt ESs will be paid mileage for travel between families; ESs will not receive the mileage stipend.~~
- ~~• Nonexempt ESs will remain nonexempt through the semester and if an ES becomes exempt, their status can be updated in the new semester.~~

Annual 10 Pay Period:

~~Exempt and nonexempt ESs will be paid over a ten (10) month period. Exempt ES can participate in the deferred payment plan in order to receive a check in June/July. The deferral of pay does not impact an ES’s exempt status. ESs may choose how much they would like deferred each month. Nonexempt ESs are only paid for hours worked and do not have the option to defer pay.~~

~~-~~

Travel Time for Nonexempt Staff

~~Nonexempt employees must log their travel time into the School’s time keeping system. Travel time is paid at the minimum wage (\$16.50/hour for 2025). It begins once the ES arrives at their first student for the day, and continues for subsequent visits throughout the day. Commute time from home to the first student and from the last student back home is not paid.~~

Summer Hourly Rate:

~~Summer hourly rate will be \$30 per hour and limited an hour per visit.~~

Snapshot Date to Determine Exempt status:

~~First Semester: September 15, or if this date falls on a weekend, the Friday of prior week.~~

~~Second Semester: January 15, or if this date falls on a weekend, the Friday of prior week.~~

~~Exempt ESs that fall into nonexempt status based on their monthly pay on the 25th of the month will be moved over to semi-monthly payroll on the 25th of the following month. They will receive ½ their pay on the 25th and ½ on the 10th. If the ES starts earning enough to be exempt again, they will be changed over to the monthly payroll at the start of the next semester.~~

Paid Days:

~~ESs are to work only within the 175 school day calendar.~~

Holidays:

~~ESs are prohibited from working on holidays.~~

Weekend Work:

~~ESs must have prior approval from the Executive Director or Designee to work weekends. Nonexempt hours should not exceed the allowable 8 hours per day/40 hours per week of work. To the greatest extent possible, student meetings should be held Monday through Friday, during regular school/business hours, except in rare cases, for the convenience of the student or their parent/guardian.~~

Health Benefits and Summer Breaks:

~~For ESs enrolled in the School's health benefits plan and who have premium payments taken out each month, as a ten (10) month employee, the deductions for June and July will be divided and deducted from the other ten (10) working months' checks. Accordingly, the out-of-pocket cost may appear higher for those months. However, ESs will not see any premium deductions for June and July.~~

Check-out:

~~Check-out must be completed by the last day of school.~~

Masters and Doctorate Degree Stipend

CWCS offers an additional \$1,000 stipend per school year for those who have a Master's degree or \$2,000 for those with a Doctorate degree. To receive payment, the degree awarded must be in the field of education or area that pertains to the employee's position with CWCS. Employees previously approved for a degree stipend who would now be ineligible under the requirements of this revised policy shall be grandfathered in and permitted to maintain their stipend, but will not be permitted an additional stipend for the attainment of another qualifying degree. Stipends cannot be combined/compounded. The employee must submit a copy of their degree to the HR/Personnel department for payroll processing. It is the employee's responsibility to submit the required documentation to the HR/Personnel department. Once an employee submits the proper documentation, the stipend will be paid in equal monthly increments the following pay periods of the school year. Employees will not be eligible for the stipend until it is cleared by CWCS, nor will they be retroactively reimbursed for time periods where the degree is held but not reported to CWCS. There is no need to submit new documentation each school year.

As-needed and temporary employees are not eligible for Master's and Doctorate degree stipend payment.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case- by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. CWCS, CWEB and CWCV will attempt to distribute overtime evenly and accommodate individual schedules.

All overtime work must be previously authorized by the Executive Director. CWCS, CWEB and CWCV provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled twice per month for nonexempt employees and once per month for exempt employees. All employees should contact the Payroll Department immediately upon noticing a paycheck discrepancy.

Automatic Deposit

Automatic Deposit is available to all CWCS, CWEB and CWCV employees. Employees may elect to have their payroll wages deposited to a checking, debit, or savings account of their choice at any U.S. financial institution, subject to some restrictions. Final paychecks will not be sent via Automatic Deposit. Instead, a paper copy will be made available to the employee.

To begin automatic payroll deposit, employees must complete an Automatic Deposit form and return it to the Human Resources Department at least fifteen (15) days prior to the close of the pay period for which the employee would like the service to begin. (The first payroll after submitting the employee's Automatic Deposit Request will be a

Pre-note and he/she will still receive a paper check.). Employees should carefully monitor their payroll deposit statements for the first two (2) pay periods after the service begins to ensure that funds are being deposited appropriately. The School is not responsible for any delay in processing by the employee's financial institution.

To stop automatic payroll deposit, notify the Payroll Department at least fifteen (15) days prior to the close of the pay period for which the employee would like the service to end. The employee will receive a regular payroll check on the first pay period after the receipt of the form, provided it is requested no later than fifteen (15) days before the end of the pay period.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Executive Director will discuss the situation with the employee.

Mileage Stipend for Exempt Staff

At CWCS's discretion, an exempt employee may receive a Mileage Stipend if their job duties require regular, work-related travel, excluding commutes. The Mileage Stipend is provided as a business expense reimbursement and is not considered earned wages.

The Mileage Stipend covers work-related mileage from the employee's designated work site, typically a resource center or administrative office, to another assigned work site(s) (e.g., a student's home). The Mileage Stipend is calculated as follows: The round-trip mileage from the designated work site to another assigned location is multiplied by the number of visits assigned by the School per academic year. The IRS mileage rate is then applied to the total mileage. The resulting dollar amount is then divided by the number of payroll periods for the employee's position for the work year. The stipend will be updated when the IRS mileage rate is updated and/or when the employee informs CWCS that their business mileage has significantly changed due to a work assignment (e.g., added or dropped students).

Nonexempt employees who are ineligible for the Mileage Stipend or exempt employees whose travel exceeds the scope of what is covered by their Mileage Stipend will instead receive mileage reimbursement per the Mileage Reimbursement policy below.

Mileage Reimbursement for Exempt and Nonexempt Staff

CWCS shall reimburse employees for non-commute work-related mileage when such mileage is not already factored into a provided Mileage Stipend. Commute mileage, including round-trip travel to an employee's designated work site or any local alternate work site, is not reimbursable. Mileage incurred after initially reporting to a designated or alternate work site may be reimbursed if it is for a School-authorized work assignment, including travel to additional sites, when such travel is not covered by a Mileage Stipend.

An employee may also claim excess mileage incurred for work-related travel to an alternate/temporary location when such location is non-local (exceeding a 30-mile radius from the employee's designated School site) and not already covered by a Mileage Stipend. The IRS mileage rate in effect at the time of travel shall apply.

Employees may also be reimbursed for parking fees and tolls associated with this travel when valid receipts are provided. Reimbursement shall not be given for any parking and traffic violation tickets.

Employees requesting mileage reimbursement must submit a completed "Employee Mileage Expense Reimbursement Form" to Human Resources or its designee. The form must include the destination, purpose and miles driven for each trip, along with parking fees and tolls supported by receipts. To ensure timely processing, reimbursement requests should be submitted within one (1) month after the travel date. Reimbursement will be made within the earliest possible payroll period after receipt of the claim and its approval. Employees who believe that the amount they have been reimbursed is incorrect should immediately contact Human Resources or its designee.

[Mileage Reimbursement Summary Sheet - Simplified](#)

Medical Benefits

Eligibility

An employee is eligible for medical coverage if he or she is scheduled to and actually works for the School at least thirty (30) hours per week. For purposes of this section, the term "full-time" employee means either of the following:

- A regular employee hired to work and who actually works at least thirty (30) hours per week. An Education Specialist ("ES") with twenty-five (25) or more student assignments, working six (6) hours per day.
- An ES Advisor with twenty-one (21) or more ES assignments.

Part-time employees are eligible to receive partial employee benefits, which will be explained to each employee by the Human Resources Department.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the Human Resource Department as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their

dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

CWCS, CWEB and CWCV will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. CWCS, CWEB and CWCV will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- CWCS, CWEB and CWCV stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

403(b) Retirement Plan

CWCS, CWEB and CWCV offers eligible employees the opportunity to participate in a 403(b) Retirement Plan. This is a tax deferred savings and investment plan to which School employees may make voluntary salary deductions. Please contact the Human Resources Department for more information on eligibility for and enrollment in the 403(b) Retirement Plan.

Eligible employees will be enrolled in STRS or PERS, as applicable.

Personnel Evaluation and Record Keeping

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Executive Director. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Executive Director, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Executive Director within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Executive Director will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. CWCS, CWEB and CWCV's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Executive Director or designee advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. CWCS, CWEB and CWCV will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Holidays, Vacations and Leaves

Holidays

CWCS, CWEB and CWCV calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Juneteenth Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Day after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. To be eligible for holiday pay, an employee must be regularly scheduled to work on the day on which the holiday is observed and must work his/her regularly scheduled working days immediately preceding and immediately following the holiday, unless the absence is based on the employee's approved use of an accrued Paid Leave day (Sick/Personal Necessity/Vacation). Employees required by a supervisor to work a full day on a paid scheduled holiday will either be granted a floating holiday to be used at a later date with approval of the Executive Director or his/her designee, or receive the equivalent of one (1) day's pay in addition to the pay the employee would otherwise receive.

Note: If New Year's Day, Juneteenth, Independence Day, Veterans Day, Day before Christmas, and Christmas Day lands on a weekend, the holiday will be observed on the weekdays preceding or following the holiday. Additional paid holidays may be granted to nonexempt employees at the discretion of the Executive Director.

As-Needed and Temporary employees are not eligible for paid holidays.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Vacation

Regular full-time, twelve (12) month classified/clerical employees are entitled to vacation days based upon date of hire, length of service and status with the School as follows:

- Regular full-time employees who have been with CWCS, CWEB or CWCV for fewer than five (5) consecutive years will accrue 6.7 hours of vacation leave per month for a total of eighty (80) hours per year;
- Regular full-time employees who have been with CWCS, CWEB or CWCV for more than five (5) but less than ten (10) years will accrue ten (10) hours of vacation leave per month for a total of one-hundred twenty (120) hours per year;
- Regular full-time employees who have been with CWCS, CWEB or CWCV for more than ten (10) but fewer than sixteen (16) consecutive years will accrue 13.3 hours of vacation leave per month for a total of one-hundred sixty (160) hours per year; and
- Regular full-time employees who have been with CWCS, CWEB or CWCV for more than sixteen (16) consecutive years will accrue 16.67 hours of vacation leave per month for a total of two-hundred (200) hours per year.

Classified employees working twenty (20) or more hours per week may accrue vacation leave on a pro rata basis. Employees do not accrue vacation leave during months in which they do not perform work for CWCS, CWEB and CWCV.

As-Needed and Temporary employees do not accrue vacation leave.

For the purposes of calculating length of service, employees hired before July 1, 2015 will have their length of service measured starting on the July 1 that precedes their hire date. Employees hired on or after July 1, 2015 will have their length of service beginning on their hire date.

From	To	Vacation Hours Earned
Service Date	The end of year four (4)	80 Hours
Year five (5)	The end of year nine (9)	120 Hours
Year ten (10)	The end of year fifteen (15)	160 Hours
Year sixteen (16)	Beyond	200 Hours

Vacation accrual begins with the first day of employment for regular full-time and part-time employees. New employees are not eligible to use vacation until successful completion of six (6) months of employment. Vacation time may not be utilized before it is earned.

Use of vacation shall be mutually agreed upon between the employee and the Executive Director or designee. Vacations are submitted on the tentative work calendar. Any changes to the employees' tentative work calendar must be pre-approved by the Executive Director or designee at least three (3) days prior to vacation except in

emergency situations. Failure to get pre-approval may result in disciplinary action, or denial of the request.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of the equivalent of two (2) years' allocation of vacation. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Any accrued, unused vacation at the time of separation will be paid out to the employee. No vacation time is accrued during any type of unpaid leave of absence.

Employees who exhaust their sick leave but continue to be absent from work will be required to utilize any and all accrued vacation in order to avoid going into an unpaid status.

Blackout Times

The School may establish blackout times during which employee use of vacation days is restricted. Employees must make any requests for vacation days during blackout times at least forty-five (45) days in advance. The School reserves the right to deny some or all vacation requests, including the requests of employees in certain departments, based on the operational needs of the School. Blackout dates will be determined by the Executive Director or their designee. Only the Executive Director or their designee may approve vacation requests during blackout times. The School may also set gray-out times during which vacation may not be used for more than two (2) consecutive workdays.

Unpaid Leave of Absence

CWCS, CWEB and CWCV recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.ck

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address qualifying acts of violence, including but not limited to domestic violence, sexual assault, or stalking, that are committed against themselves or a family member.

Paid sick leave is available to all CWCS, CWEB and CWCV employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall accrue forty (40) hours of paid sick leave each school year. Sick leave shall accrue at the rate of eight (8) hours for each month worked until the forty (40) hour cap is reached. Certain employees may accrue additional sick leave as follows:

- Regular full-time classified employees working on a twelve (12) month schedule will accrue a total of ninety-six (96) hours of paid sick leave per year.
- Regular part-time classified employees who work less than a full-time twelve (12) month schedule for any particular year will receive a prorated amount of additional accrued sick leave based on their scheduled hours and work calendar.

An employee may use up to one-half ($\frac{1}{2}$) of his/her annual accrual of paid sick leave to take leave for "kin care" (e.g., use of paid sick leave to care for a family member).

Separate from paid sick leave, regular, full-time classified employees shall be provided two (2) hours of leave per month of work which may be used to attend medical appointments for themselves. Employees are required to provide three (3) days' advance notice of a need for a qualifying medical appointment. Employees may provide less notice if the medical appointment is an emergency or more time could not have been reasonably provided. An employee should leave for their appointment at an appropriate amount of time before the start time of the appointment. (For example, if an employee's appointment is at 3:30 pm and it only takes twenty-five (25) minutes to get to the facility, then he/she should be leaving at 3:00 pm). CWCS may request appropriate certification of an employee's medical appointments to verify date and time of appointment, though employees shall not be required to provide any medical information with such certification. Medical appointment leave shall not accrue from month to month and is not compensable upon separation from employment.

Unused, accrued sick leave for regular classified employees shall carry over from year-to-year. However, such sick leave is capped up to eight hundred (800) hours or the equivalent to an employee's FTE. Sick leave for all certificated employees shall carry over from year-to-year up to a cap of four hundred (400) hours. Sick leave for as-needed and temporary employees is capped at eighty (80) hours.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Employees are not allowed to draw against unearned/unaccrued sick leave. The School does not pay employees in lieu of unused sick leave. Unused sick leave may be transferred to STRS/PERS, as applicable, for service credit upon retirement.

Sick leave may only be used in circumstances permitted by CWCS, CWEB and CWCV policy. The School does not require employees who have used less than forty (40) hours of sick leave to provide a medical certification to verify the illness. When an employee uses more than forty (40) hours of sick leave consecutively for the employee's personal illness, the employee may be required to submit a medical certification. Any employee who fails to provide a medical certification placing them out of work when requested may be subject to disciplinary action.

Employees must provide reasonable advance notification, either orally or in writing, if a need for paid sick leave is foreseeable. Further, ESs are expected to contact both their Advisor and the Human Resource Department when using sick leave. Employees should schedule medical appointments in a manner that does not interfere with their job duties whenever possible. If the need for paid sick leave is unforeseeable, the employee must provide notice for the leave as soon as practicable.

Personal Necessity Leave

Certificated and classified employees may use up to five (5) days of unused sick leave in cases of personal necessity upon prior approval. The following are incidents in which personal necessity leave may be used:

- Death or serious illness of a member of an employee's immediate family (this is in addition to Bereavement Leave);
- Accident involving an employee's person or property, or the person or property of a member of an employee's immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from their position during the work hours;
- Business matters which cannot reasonably be conducted outside the workday;
- A monumental life event;
- Religious observance; and
- Mental health days.

All requests to use personal necessity leave shall require forty-eight (48) hours advance approval (except in emergencies, which shall be evaluated on a case-by-case basis) from the Executive Director. Approval shall be at the discretion of the Executive Director and shall not serve as precedent for any other request. Personal necessity leave shall not be used for recreation, vacation, seeking employment, and other activities not covered above. Verification of personal necessity leave may be required upon return to work. Personal necessity leave is not vacation, does not roll over, and is not paid out

upon separation from employment.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five [5] employees).

- Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will each be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
- Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight

and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

- c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

"Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

- 3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
- 4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) - month period to provide said care. CFRA does not provide leave specific to caring for a service member.
- 5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.
- Amount of FMLA/CFRA Leave Which May Be Taken
 - 1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
 - 2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
 - 3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance and/or Paid Family Leave benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health

coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

CWCS, CWEB and CWCV may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
 7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
 1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable

position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

CWCS, CWEB and CWCV shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. CWCS, CWEB and CWCV can recover premiums that it already paid on behalf of an employee if both of the following conditions are

met:

1. The employee fails to return from leave after the designated leave period expires.
 2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.
- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.
 - Medical Certifications
 1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
 2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.
 - Requesting and Scheduling Pregnancy Disability Leave
 1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
 2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
 6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
 3. In accordance with CWCS, CWEB and CWCV policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
 4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- Employment during Leave
- No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

CWCS, CWEB and CWCV, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. CWCS, CWEB and CWCV, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (“EMS”) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School’s insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School’s approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers’ Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School’s approved medical facility before returning to work.
- Any time there is a job-related injury, the School’s policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

CWCS, CWEB and CWCV shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee’s health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, CWCS, CWEB and CWCV will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the

period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

CWCS, CWEB and CWCV shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the School for at least thirty (30) days are entitled to a leave of up to five (5) consecutive days (or up to seven (7) consecutive days if services are taking place out-of-state) without loss of pay due to the death of a covered family member. Covered family members include parents/stepparents/in-laws, spouses/domestic partners, children/stepchildren, siblings/stepsiblings/their spouses/in-laws, grandparents/in-laws, and grandchildren. The Executive Director may approve up to two (2) days of paid bereavement leave for the loss of a non-family member with whom the employee had a close relationship. For new employees who do not meet the thirty (30) day eligibility requirement, they are entitled to unpaid leave unless they utilize any available paid leave (e.g., vacation, sick, and/or personal necessity leave) to serve as a wage replacement during their absence. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. The Executive Director or designee may approve additional unpaid time off. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all regular classified nonexempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury. For all nonexempt Education Specialists, the School will not pay for time off to serve on jury duty. All employees who are subpoenaed

to appear as a witness in any official judicial proceeding may take unpaid leave or may use another available paid leave (e.g., vacation or personal necessity leave).

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state- sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, CWCS, CWEB and CWCV will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one parent or guardian is an employee of CWCS, CWEB and CWCV, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave to be paid during the absence). When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave. An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ

donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

CWCS, CWEB and CWCV provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide CWCS, CWEB and CWCV with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide CWCS, CWEB and CWCV one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably certifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee,

or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, CWCS, CWEB and CWCV will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Executive Director.

Discipline and Termination of Employment

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.

22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.
26. Employees are not to be distracted at work, or allow students to be distracted, by music, streaming services, video games, cell phones, headphones, media, or other non-educational programming/products intended for their own entertainment.
27. Unprofessional conduct.
28. Allowing a visitor onto campus or any non-public School event without prior authorization and without the appropriate clearances.
29. Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.
30. Failure to adequately supervise students.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or

apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. CWCS, CWEB and CWCV shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

As of March 30, 2015, employees may not work for any competing IS charter school. Anyone who is on record as already employed with a competing charter school would be able to maintain their employment with CWCS, CWEB and CWCV. Exceptions can be made during the first year of employment while teachers are transitioning to CWCS, CWEB and CWCV.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Executive Director regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

Terminated employees must remove any personal items at the time they leave the School. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints (Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the

complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Executive Director or designee or the Board (if a complaint is about the Executive Director) will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Amendment to Employee Handbook

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

CWCS, CWEB and CWCV reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

Appendix A

Harassment/Discrimination/Retaliation Complaint Form

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination or retaliation.

If you are an employee of the School, you may file this form with the Executive Director or Board Chair (if the complaint is against the Executive Director).

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

CWCS, CWEB and CWCV will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:

Date:

Date of Alleged Incident(s):

Name of Person(s) you believe harassed, or discriminated or retaliated against you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. Date: Signature of Complainant

Print Name:

Received by:

Date:

Appendix B

Internal Complaint Form

Your Name:

Date:

Date of Alleged Incident(s):

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Date:

Signature of Complainant:

Print Name:

To be completed by School:

Received by:

Date:

Coversheet

Approval of the Connecting Waters Charter Schools Workplace Violence Prevention Plan

Section: V. Items Scheduled for Consideration and/or Action
Item: F. Approval of the Connecting Waters Charter Schools Workplace
Violence Prevention Plan
Purpose: Vote
Submitted by: Deputy Executive Director
Related Material: 2025 Workplace Violence Prevention Plan .docx.pdf

BACKGROUND:

Edits were made to remove unnecessary brackets and update to four types of workplace violence instead of three.



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Workplace Violence Prevention Plan

This document shall outline Connecting Waters Charter Schools ("CWCS") Workplace Violence Prevention Plan ("Plan") as required by Labor Code § 6401.9. It shall be the policy of CWCS to provide its employees with a safe and healthy work environment. To that end, CWCS shall take appropriate actions to prevent acts of violence, threats, intimidation, and harassment from occurring on site and during the performance of employees' job duties.

I. DEFINITIONS

For purposes of this Plan, the following definitions apply:

"Emergency" means unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

"Engineering controls" mean an aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the worker and the hazard.

"Log" means the violent incident log, required in Part III of this Plan.

"Plan" means this Workplace Violence Prevention Plan.

"Threat of violence" means any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

"Workplace Violence" includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

Type 1: violence committed by a person with no legitimate business at the worksite;

Type 2: violence directed at employees by students, parents, contractors, volunteers, or visitors;

Type 3: violence against an employee by a present or former employee, supervisor, or manager;

Type 4: violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace Violence does not include lawful acts of self-defense or defense of others.

“Work practice controls” means procedures and rules which are used to effectively reduce workplace violence hazards.

II. WORKPLACE VIOLENCE PLAN PROCEDURES

a. Responsible Parties

The Executive Director is responsible for implementing this plan.

b. Employee Involvement in Plan Creation and Updates

Before this Plan was initially approved by the CWCS Board of Directors in 2024, the Deputy Executive Director circulated a draft of the Plan to employees and requested feedback and suggestions on improving the Plan. All feedback received was reviewed and any revisions deemed warranted were implemented into the initial approved version of the Plan.

Every year, the Deputy Executive Director will circulate the Plan to employees to request suggestions on improving this Plan. Employees will be encouraged to provide input on ways they believe this Plan can be improved, streamlined, or better enforced. Employees will be encouraged to provide input on adequacy of training received, any perceived workplace violence hazards not adequately addressed by the Plan, and any perceived barriers to reporting and investigating instances of workplace violence incidents that they believe may stand in the way of optimal execution of this Plan.

These suggestions and input may be submitted confidentially to the Deputy Executive Director. No retaliation to any such input or suggestion shall be permitted. CWCS commits to reviewing each employees' suggestion and making any changes to this Plan that are found to be necessary and appropriate.

c. Coordinated Implementation

If there are workers who regularly perform job duties at CWCS's sites or other workplace, but are not employed by CWCS, the Executive Director will verify that each such worker's employer has a workplace violence prevention plan in place and that all such employees of that employer who regularly work at any CWCS location are receiving adequate training and that those other employers have procedures in place for the reporting, investigation, and recording of workplace violence incidents.

d. Reporting of Workplace Violence

Employees must report any incident of workplace violence that they witness. CWCS will not retaliate against any employee for reporting an incident of workplace violence in good faith.

Reports of workplace violence that has already occurred can be made by filling out the "Workplace Violence Report" form that is linked at the end of this Plan and sending it to the HR Administrative Assistant by email, personnel@cwcharter.org. The HR Administrative Assistant and/or designee will review every Workplace Violence Report at their earliest reasonable convenience and shall take the steps outlined in this Plan in response. Copies of the Workplace Violence Report form shall be made available to all employees in the main office and other sites.

If an incident of workplace violence is occurring or imminent, any employee witness should ensure that the HR Administrative Assistant and/or Deputy Executive Director and/or Executive Director is informed as soon as possible by calling the school office at 209-874-1119 ext. 6, or by using whatever alternative means of communication would be fastest. The HR Administrative Assistant and/or Deputy Executive Director and/or Executive Director will respond to the ongoing or imminent workplace violence as set forth in section II.g., below.

e. Employee Compliance

All employees are responsible for using safe work practices and for following all directives, policies, and procedures for maintaining a safe, healthy, and secure work environment. This Plan seeks to ensure that employees, including administrators, comply with work practices designed to make the workplace more secure, and to ensure that employees do not engage in threats (verbal, written, physical, or electronic) or physical actions which create a security hazard for others in the workplace.

All employees will be trained to understand this Plan when hired and periodically afterward. Employees will be evaluated to ensure compliance with this Plan. Employees who participate in the implementation of this Plan and carry out its provisions in practice will be recognized for their efforts to help ensure a safe and violence-free workplace.

Repeated or willful failure to report incidents of workplace violence, failure to attend and participate in workplace violence training, and to otherwise comply with the requirements of this Plan will result in additional training and may result in disciplinary action.

f. Communication to Employees Regarding Workplace Violence

As part of the annual workplace violence training session required by this Plan, the Deputy Executive Director shall ensure that each employee understands how to report a violence incident, a threat, or any other incidence of workplace violence and knows that they can do so without fear of reprisal by CWCS or retaliation from the individual against whom the report is made.

These points will be communicated to new employees when hired and periodically as set forth in this Plan. The Deputy Executive Director shall also ensure that each employee understands how their concerns will be investigated by CWCS and how CWCS will communicate the results of a workplace violence hazard investigation and any corrective measures taken in response.

As part of the annual workplace violence training, every employee shall sign a certificate attesting that they understand these items, and each of these certificates shall be retained pursuant to Part V of this Plan ("Recordkeeping").

Depending on the frequency and severity of workplace violence incidents in the workplace, the Deputy Executive Director may implement increasingly more frequent communication sessions with employees as necessary, including quarterly, monthly, or weekly reviews of this Plan and employee compliance with it.

g. Response to Actual or Potential Workplace Violence Emergencies

A workplace violence emergency is any incidence of workplace violence that entails the potential loss of life or significant injury to any person at the workplace.

If a workplace violence emergency is so severe as to trigger a lockdown or evacuation of the workplace according to the School's safety plan, such as when firearms are involved or a when an intruder has entered the site with violent or criminal intent, CWCS will initiate and follow the emergency procedures set forth in its school safety plan.

If a workplace violence emergency does not rise to the level of a school-wide response but is ongoing and entails potential or threatened loss of life or significant injury to any person at the workplace, any other employees witnessing or experiencing the workplace violence incident must report the incident as soon as possible to HR Administrative Assistant and/or Executive or Deputy Executive Director and/or other responsible administrator by calling them on the phone or by whichever alternative means would reach them fastest.

If no responsible administrator or the HR Administrative Assistant is available to address the workplace violence incident, please call 911 and then notify the HR Administrative Assistant and Executive Director as soon as it is safe to do so.

h. Training Procedures

CWCS will provide annual workplace violence prevention training in accordance with the requirements of California Labor Code section 6401.9, subdivision (e), including but not limited to the following:

1. The Plan, how to obtain a copy of the Plan at no cost, and how to participate in development and implementation of the Plan.
2. The Plan's definitions and the General Workplace Violence Plan Procedures.

3. How employees can search for and recognize workplace violence hazards and risk factors associated with the ~~three~~ four types of workplace violence.
4. How to report workplace violence incidents, threats, or concerns to the school or to law enforcement without fear of reprisal from the school or the individual against whom the report is filed.
5. Ways to defuse hostile or threatening situations.
6. Routes and methods of escaping from workplace violence incidents.
7. How this Plan integrates with the school's safety plan.
8. How and when to notify law enforcement authorities when a criminal act may have occurred or is potentially about to occur.
9. Emergency medical care to be provided to a victim of any violent act.
10. Any workplace violence hazards specific to the school environment, the corrective measures the school has implemented, and how to seek assistance to prevent or respond to violence and to avoid physical harm.
11. The workplace violence incident log, and how to obtain records the school is required to keep pursuant to the Recordkeeping part of this Plan, below.
12. An opportunity for live questions and answers on the Plan with the Deputy Executive Director.

In addition to an annual training session on these topics, the school will conduct training every time a new or previously unrecognized workplace violence hazard is identified and whenever changes are made to the Plan. This additional training may be limited only to the new workplace violence hazards identified or to the new changes to the Plan.

The Executive Director will ensure that this training is completed and that records of employee participation are kept and filed in accordance with Part V of this Plan ("Recordkeeping").

i. Identification and Evaluation of Workplace Violence Hazards

Workplace violence hazards are working conditions or environmental factors that increase employee exposure to workplace violence. Workplace violence hazards may arise from, for example, a school's failure to consistently require site visitors to check in at the front desk, failure to monitor entry and exit points for unauthorized entry, failure to consistently enforce employee behavioral conduct rules, failure to consistently enforce student disciplinary rules that could expose employees to violence, and other similar policy or environmental factors that would tend to increase the incidence of workplace violence.

The Deputy Executive Director shall ensure that a review of potential workplace violence hazards is conducted at least annually. The Deputy Executive Director shall also conduct a review of any workplace violence hazards reported by any employee. In addition, the Deputy Executive Director shall also conduct a workplace violence hazard review (1) when this Plan is first established, (2) after each workplace violence incident has occurred, and (3) whenever the employer otherwise is made aware of a new or previously unrecognized workplace violence hazard.

Each time a workplace violence hazard review is undertaken, the Deputy Executive Director shall prepare a report describing the review process, stating the date the review was completed, stating the determination of whether a workplace hazard was found to exist, and describing whether any corrective actions are recommended. All workplace hazard evaluation reports shall be kept as records pursuant to Part V of this Plan.

j. Correction of Workplace Violence Hazards

Each time a workplace violence hazard review is conducted and results in a recommendation that corrective action should be implemented to mitigate an existing workplace violence hazard, the Deputy Executive Director shall prepare a recommendation for corrective action and present it to the Executive Director who shall approve, deny, or approve with modification, the recommendation for corrective action and provide a justification for any denial or modification. The recommendation for corrective action and Executive Director response shall be kept as a record pursuant to Part [IV](#) of this Plan.

Following the Executive Director taking action on a recommendation for corrective action, the Executive Director or designee shall be responsible for ensuring that the corrective action is implemented as workplace policy and, if relevant, that all employees are alerted to and trained on any necessary changes in workplace policies necessary to implement the approved corrective action. If any corrective actions require revisions to an employee handbook, those changes shall be implemented within a reasonable time.

k. Post-Incident Response and Investigation

After every reported or otherwise known incident of workplace violence, the Executive Director shall conduct a workplace violence evaluation of any and all workplace conditions, policies, or practices that may have contributed to the occurrence of the incidence of workplace violence and shall record a record of the evaluation, as required by Section II.i., above.

Post-incident reviews shall include, at minimum, an interview with the victim of workplace violence, any witnesses, and the impressions of the Executive Director and/or designees assisting in the post-incident response. The interview and investigation shall seek to establish all facts required to be included in a Violent Incident Log, as set forth in Part III of this Plan.

Employees will be encouraged to provide feedback and information as part of the post-incident response. Employees who refuse to participate may be subject to discipline. Employees should be alerted that they are not subject to retaliation or reprisal from CWCS as a consequence of their participation in any post-incident response.

I. Review of Plan Effectiveness

The Deputy Executive Director shall review the general effectiveness of this Plan annually at the time the Plan is circulated to employees for suggestions, whenever a deficiency in the Plan is noted, and after any workplace violence incident occurs.

III. VIOLENT INCIDENT LOG

CWCS will maintain a Violent Incident Log. The HR Administrative Assistant shall ensure that the details of every violent incident reported or otherwise known to have occurred at the school are recorded into the Violent Incident Log. The log shall contain information solicited from the person experiencing the workplace violence incident, any witnesses, and investigation findings. All personal identifying information shall be omitted from the log, with the exception of the details of the person making the entry. The log shall be reviewed during any periodic reviews of this Plan for effectiveness.

The Violent Incident Log, for every incident, shall include the following:

1. The **date, time, and location** of the incident.
2. The **type or types of workplace violence** involved.
3. A **detailed description** of the incident.
4. **Who committed the violence**, including whether the perpetrator was a School stakeholder, family or friend of a School stakeholder, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or another perpetrator.
5. The **general circumstances** at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low-staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
6. **Where the incident occurred**, such as in the workplace, parking lot, or other area outside the workplace, or other area.
7. The **type of attack**: physical attack without a weapon; attack with a weapon or object; a threat of physical force or threat of use of a weapon or other object; sexual assault or threat of sexual assault; animal attack; other.

8. The consequences of the incident, including whether security or law enforcement was contacted; actions taken to protect employees from continuing threat, etc.

9. **Information on the person entering the log entry**, including their name, job title, and date entered.

IV. RECORDKEEPING

This Plan requires that various records pertaining to workplace violence be maintained, as follows:

1. Records of workplace violence hazard identification, evaluation, and correction shall be created and maintained for a minimum of five (5) years.
2. Training records shall be created and maintained for a minimum of one (1) year, and shall include dates training was conducted, the contents or a summary of the training sessions conducted, the names and qualifications of persons conducting the training, and the names and job titles of all persons attending the training sessions.
3. Violent Incident Logs shall be maintained for a minimum of five (5) years.
4. Records of workplace violence incident investigations shall be maintained for a minimum of five (5) years.
5. All records required to be maintained per this Part of the Plan are to be made available to the Department of Industrial Relations upon request for examination and copying.
6. All records required pursuant to items (1) through (3) of this Part shall be made available to employees and their representatives, upon request and without cost, for examination and copying within 15 calendar days of a request.

[Workplace Violence Reporting Form](#)

Coversheet

Approval of the Connecting Waters Charter Schools Suicide Prevention Policy

Section:	V. Items Scheduled for Consideration and/or Action
Item:	G. Approval of the Connecting Waters Charter Schools Suicide Prevention Policy
Purpose:	Vote
Submitted by:	Executive Director
Related Material:	CWCS Suicide Policy 25-26 (Track Changes).docx.pdf CWCS Suicide Policy 25-26 clean copy.docx.pdf

BACKGROUND:

Edited to include the names of the suicide prevention crisis team members

RECOMMENDATION:

Executive Director recommends approval



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The Board of Directors of Connecting Waters Charter Schools ("CWCS" or "Charter Schools") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with CWCS and community stakeholders, CWCS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, the county mental health plan, first responders, and community organizations in planning, implementing, and evaluating CWCS's strategies for suicide prevention and intervention. CWCS shall work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, updated, and easily accessible to all, CWCS shall appoint an individual (or team) to serve as the suicide prevention point of contact for CWCS. The suicide prevention point of contact for CWCS and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, every five (5) years in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

~~As a non-classroom-based charter school CWCS has adopted a written suicide prevention, intervention, and postvention policy in accordance with the California Department of Education Model Policy. To meet state requirements, we designate a Suicide Prevention Coordinator responsible for:~~

- ~~● Overseeing implementation of suicide prevention efforts,~~
- ~~● Coordinating staff training on suicide risk recognition and response,~~
- ~~● Overseeing the development of a Suicide Prevention Crisis Team for each school and the posting of the crisis team contact information on the school websites,~~
- ~~● Managing protocols for identifying and referring students at risk,~~
- ~~● Ensuring communication with families as appropriate, and~~
- ~~● Maintaining connections with local mental health agencies for additional support and resources.~~

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~~Suicide Prevention Coordinator: Guidance Director~~

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, CWCS created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Sarah Bienivedes, School Psychologist
2. Tammy Hushaw, Deputy Executive Director
3. Mayra Sandoval, Resource Center Coordinator
4. Courtney Loveall, Health Teacher and ES
5. Christine Trejo Guidance Counselor

To ensure the SPCT reflects the student body's perspective, CWCS has designated the following volunteer student representatives to provide consultative insights:

1. Grade 9-12, Student Representative
2. Grade 8, Student Representative

CWCS designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Melissa Cripe, Guidance Director
- Secondary Liaison: Jerri Levers, Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;

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- Help inform and build skills among law enforcement and other relevant partners;
- and
- Collaborate to build community response.

Staff Development

CWCS, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidenced informed, aligned with best practices in suicide prevention, and promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members (certificated and classified). and other adults on campus (such as substitutes and intermittent staff, volunteers, interns, and tutors). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback. CWCS shall ensure that training is available for new hires during the school year.
4. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a student about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by

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- staff member.
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
5. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. CWCS and community suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. The factors associated with suicide (risk factors, warning signs, protective factors).
 - f. How to identify youth who may be at risk of suicide.
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on CWCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on CWCS guidelines.
 - h. CWCS-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
 - i. CWCS-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
 - j. Responding after a suicide occurs (suicide postvention).
 - k. Resources regarding youth suicide prevention.
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
 - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
 - n. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:



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- Youth affected by suicide.
- Youth with a history of suicide ideation or attempts.
- Youth with disabilities, mental illness, or substance abuse disorders.
- Lesbian, gay, bisexual, transgender, or questioning youth.
- Youth experiencing homelessness or in out-of-home settings, such as foster care.
- Youth who have suffered traumatic experiences.

o.

Employee Qualifications and Scope of Services

Employees of CWCS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by CWCS. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, CWCS-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.

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- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

CWCS has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, CWCS has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to CWCS protocols.

CWCS has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Parents, Guardians, and Caregivers Notification, Participation and Education

1. CWCS includes parents/guardians/caregivers in suicide prevention efforts. At a minimum, CWCS shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the CWCS Web page and included in the parent/student handbook. Parents/guardians/caregivers are invited to provide input on the development, review, and implementation of this policy.
3. CWCS shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk regardless of outcome
4. CWCS shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.



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5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on CWCS's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to approach and talk with their child(ren) about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any child/youth judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - d. CWCS's referral processes and how they or their children can reach out for help, etc.
8. Parent/guardians are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and school and community-based supports and crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.
9. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, CWCS along with its partners has carefully reviewed and will continue to review

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potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with CWCS and is characterized by caring staff and harmonious interrelationships among students.

CWCS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

CWCS provides instruction to middle and high school students on general mental health and suicide prevention... CWCS's instructional curriculum, shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. The instruction is provided under the supervision of CWCS employed mental health professionals, with input from county and community mental health agencies, and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

- a. Coping strategies for dealing with stress and trauma.
- b. How to recognize behaviors (warning signs), protective factors, and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- e. Guidance regarding the district's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education). CWCS maintains a list of current student trainings, which is available upon request.

CWCS has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. CWCS-based mental health professionals are legally and ethically required to report



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suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

CWCS supports the creation and implementation of programs and/or activities on campus that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

CWCS will include the following information on all student identification cards:

1.
 - National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - o Call or Text “988”
 - o Call 1-800-273-8255
 - National Domestic Violence Hotline: Call 1-800-799-7233
 - Crisis Text Line: Text “HOME” to 741741
 - Teen Line: Text “TEEN” to 839863
 - Trevor Project: Text “START” to 678678
 - Trans Lifeline: 1-877-565-8860
 - Local suicide prevention hotline telephone number
2. In addition to listing the above resources on student identification cards, CWCS shall include the following language: *“If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call or text the phone numbers listed here for free, confidential support.”*

CWCS shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student’s emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison, who is available by phone during school hours, Monday through Friday from 8am to 4pm. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison. If neither is available, the staff member should call 911.

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The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at CWCS or in the community. When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

A. Action Plan for Suicide Attempts on Campus or During School-Sponsored Activity

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison (or staff designee who is with the student) shall at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - c. Keeping the student under continuous adult supervision (by the school staff person/parent who is with the student) until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
2. Work with the suicide prevention liaison to document the incident in writing as soon as feasible.
3. Provide information to the suicide prevention liaison so they can follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if



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a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

4. After a referral is made, CWCS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons may meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, CWCS may contact Child Protective Services.
5. Understand that the suicide prevention liaison may provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at CWCS.
6. Understand that the suicide prevention liaison may provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

B. Action Plan for Off Campus Suicide Attempts

In the event a suicide occurs or is attempted on a CWCS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in CWCS's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. CWCS staff may receive assistance from CWCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off of a CWCS campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like CWCS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.

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5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in CWCS activities to notify a teacher, the Executive Director, another CWCS administrator, psychologist, guidance counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

CWCS shall implement the following steps during or after a crisis:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority.
2. Listen actively and non-judgmentally to the student. Let the student express their feelings.
3. Acknowledge the feelings and do not argue with the student.
4. Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
5. Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
6. Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

CWCS shall implement the following steps upon the student's re-entry:

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1. The Executive Director shall obtain a written release of information signed by parents/ guardians/caregivers/families and providers.
2. School mental health professionals shall confer with the student and parents/guardians/ caregivers/families about any specific requests on how to handle the situation.
3. School-based mental health professionals shall confer with the student and parents/ guardians/caregivers/families to develop a safety plan.
4. School- based mental health professionals shall inform the student's teachers about possible days of absences.
5. Teachers and administrators shall allow accommodations for student to make up work (understanding that missed assignments may add stress to student).
6. Mental health professionals or trusted staff members shall maintain ongoing contact to monitor student's actions and mood.
7. School-based mental health professionals shall work with parents/guardians/caregivers/ families to involve the student in an aftercare plan.
8. School-based mental health professionals shall provide parent's/guardians/caregivers/ families local emergency numbers for after school and weekend emergency contacts.

Messaging About Suicide Prevention

CWCS along with its partners shall:

1. Thoroughly and regularly review with its partners, all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.
2. Ensure that all communications, documents, materials related to messaging about suicide focus on warning signs as well as risk, prevention, and protective factors, avoid discussing details about methods of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" or "Took their own life"	"Committed suicide" Note: Use of the word "commit" can imply crime/sin



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Use	Do Not Use
“Attempted suicide”	“Successful” or “unsuccessful” Note: There is no success, or lack of success, when dealing with suicide

3. Provide suicide prevention resources in parent/student handbooks and on school-issued identification cards for staff and students, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. CWCS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct a meeting of the Suicide Prevention Crisis Team to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact deceased’s family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment.
 - b. Talking points for staff to notify students.
 - c. Resources available to students (on and off campus).

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4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death and availability of support services. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider (in consultation with the family) funeral arrangements for family and school community.
 - If possible, suggest the funeral occur outside of school hours.
 - Encourage parents/guardians of students to attend funeral/memorial with their children.
 - Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
 - Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.



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The Board of Directors of Connecting Waters Charter Schools ("CWCS" or "Charter Schools") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with CWCS and community stakeholders, CWCS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, the county mental health plan, first responders, and community organizations in planning, implementing, and evaluating CWCS's strategies for suicide prevention and intervention. CWCS shall work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, updated, and easily accessible to all, CWCS shall appoint an individual (or team) to serve as the suicide prevention point of contact for CWCS. The suicide prevention point of contact for CWCS and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, every five (5) years in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, CWCS created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Sarah Bienivedes, School Psychologist
2. Tammy Hushaw, Deputy Executive Director
3. Mayra Sandoval, Resource Center Coordinator
4. Courtney Loveall, Health Teacher and ES
5. Christine Trejo Guidance Counselor

To ensure the SPCT reflects the student body's perspective, CWCS has designated the following volunteer student representatives to provide consultative insights:

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1. Grade 9-12, Student Representative
2. Grade 8, Student Representative

CWCS designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Melissa Cripe, Guidance Director
- Secondary Liaison: Jerri Levers, Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

Staff Development

CWCS, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidenced informed, aligned with best practices in suicide prevention, and promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members (certificated and classified). and other adults on campus (such as substitutes and intermittent staff, volunteers, interns, and tutors). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received

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advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback. CWCS shall ensure that training is available for new hires during the school year.
4. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a student about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
5. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. CWCS and community suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. The factors associated with suicide (risk factors, warning signs, protective



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- factors).
- f. How to identify youth who may be at risk of suicide.
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on CWCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on CWCS guidelines.
 - h. CWCS-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
 - i. CWCS-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
 - j. Responding after a suicide occurs (suicide postvention).
 - k. Resources regarding youth suicide prevention.
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
 - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
 - n. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide.
 - Youth with a history of suicide ideation or attempts.
 - Youth with disabilities, mental illness, or substance abuse disorders.
 - Lesbian, gay, bisexual, transgender, or questioning youth.
 - Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - Youth who have suffered traumatic experiences.
 - o.

Employee Qualifications and Scope of Services

Employees of CWCS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

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Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by CWCS. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, CWCS-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

CWCS has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, CWCS has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to CWCS protocols.

CWCS has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of



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the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Parents, Guardians, and Caregivers Notification, Participation and Education

1. CWCS includes parents/guardians/caregivers in suicide prevention efforts. At a minimum, CWCS shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the CWCS Web page and included in the parent/student handbook. Parents/guardians/caregivers are invited to provide input on the development, review, and implementation of this policy.
3. CWCS shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk regardless of outcome
4. CWCS shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on CWCS's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to approach and talk with their child(ren) about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts.
Such responses shall include constant supervision of any child/youth judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - d. CWCS's referral processes and how they or their children can reach out for help, etc.



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8. Parent/guardians are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and school and community-based supports and crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.
9. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, CWCS along with its partners has carefully reviewed and will continue to review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with CWCS and is characterized by caring staff and harmonious interrelationships among students.

CWCS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

CWCS provides instruction to middle and high school students on general mental health and suicide prevention... CWCS's instructional curriculum, shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. The instruction is provided under the supervision of CWCS employed mental health professionals, with input from county and community mental health agencies, and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

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- a. Coping strategies for dealing with stress and trauma.
- b. How to recognize behaviors (warning signs), protective factors, and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- e. Guidance regarding the district's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education). CWCS maintains a list of current student trainings, which is available upon request.

CWCS has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. CWCS-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

CWCS supports the creation and implementation of programs and/or activities on campus that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

CWCS will include the following information on all student identification cards:

1.
 - National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - o Call or Text "988"
 - o Call 1-800-273-8255
 - National Domestic Violence Hotline: Call 1-800-799-7233
 - Crisis Text Line: Text "HOME" to 741741
 - Teen Line: Text "TEEN" to 839863
 - Trevor Project: Text "START" to 678678
 - Trans Lifeline: 1-877-565-8860
 - Local suicide prevention hotline telephone number



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2. In addition to listing the above resources on student identification cards, CWCS shall include the following language: *“If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call or text the phone numbers listed here for free, confidential support.”*

CWCS shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student’s emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison, who is available by phone during school hours, Monday through Friday from 8am to 4pm. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison. If neither is available, the staff member should call 911.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student’s parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at CWCS or in the community. When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

A. Action Plan for Suicide Attempts on Campus or During School-Sponsored Activity

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison (or staff designee who is with the student) shall at a minimum:

1. Ensure the student’s physical safety by one or more of the following, as appropriate:



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- a. Securing immediate medical treatment if a suicide attempt has occurred.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - c. Keeping the student under continuous adult supervision (by the school staff person/parent who is with the student) until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
2. Work with the suicide prevention liaison to document the incident in writing as soon as feasible.
 3. Provide information to the suicide prevention liaison so they can follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
 4. After a referral is made, CWCS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons may meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, CWCS may contact Child Protective Services.
 5. Understand that the suicide prevention liaison may provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at CWCS.
 6. Understand that the suicide prevention liaison may provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.



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B. Action Plan for Off Campus Suicide Attempts

In the event a suicide occurs or is attempted on a CWCS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in CWCS's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. CWCS staff may receive assistance from CWCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off of a CWCS campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like CWCS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school.
Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in CWCS activities to notify a teacher, the Executive Director, another CWCS administrator, psychologist, guidance counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

CWCS shall implement the following steps during or after a crisis:

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1. Treat every threat with seriousness and approach with a calm manner; make the student a priority.
2. Listen actively and non-judgmentally to the student. Let the student express their feelings.
3. Acknowledge the feelings and do not argue with the student.
4. Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
5. Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
6. Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

CWCS shall implement the following steps upon the student's re-entry:

1. The Executive Director shall obtain a written release of information signed by parents/ guardians/caregivers/families and providers.
2. School mental health professionals shall confer with the student and parents/guardians/ caregivers/families about any specific requests on how to handle the situation.
3. School-based mental health professionals shall confer with the student and parents/ guardians/caregivers/families to develop a safety plan.
4. School- based mental health professionals shall inform the student's teachers about possible days of absences.
5. Teachers and administrators shall allow accommodations for student to make up work (understanding that missed assignments may add stress to student).
6. Mental health professionals or trusted staff members shall maintain ongoing contact to monitor student's actions and mood.
7. School-based mental health professionals shall work with parents/guardians/caregivers/ families to involve the student in an aftercare plan.
8. School-based mental health professionals shall provide parent's/guardians/caregivers/ families local emergency numbers for after school and weekend emergency contacts.

Messaging About Suicide Prevention

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CWCS along with its partners shall:

1. Thoroughly and regularly review with its partners, all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.
2. Ensure that all communications, documents, materials related to messaging about suicide focus on warning signs as well as risk, prevention, and protective factors, avoid discussing details about methods of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" or "Took their own life"	"Committed suicide" Note: Use of the word "commit" can imply crime/sin
"Attempted suicide"	"Successful" or "unsuccessful" Note: There is no success, or lack of success, when dealing with suicide

3. Provide suicide prevention resources in parent/student handbooks and on school-issued identification cards for staff and students, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. CWCS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct a meeting of the Suicide Prevention Crisis Team to:
 - a. Confirm death and cause.

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- b. Identify a staff member to contact deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment.
 - b. Talking points for staff to notify students.
 - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death and availability of support services. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider (in consultation with the family) funeral arrangements for family and school community.
 - If possible, suggest the funeral occur outside of school hours.
 - Encourage parents/guardians of students to attend funeral/memorial with their children.
 - Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
 - Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.



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10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Coversheet

Approval of the Connecting Waters Charter Schools Education Records and Student Information Policy.

Section: V. Items Scheduled for Consideration and/or Action
Item: H. Approval of the Connecting Waters Charter Schools Education
Records and Student Information Policy.
Purpose: Vote
Submitted by: Executive Director
Related Material:
Educational Records and Student Information Policy clean copy ready for the board.pdf

BACKGROUND:

Pulled from the previous meeting on June 10, 2025 for further review by the Board.

RECOMMENDATION:

Executive Director recommends approval



Educational Records And Student Information Policy

The Board of Directors of Connecting Waters Charter Schools (CWCS), a California nonprofit public benefit corporation operating public charter schools, adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by CWCS.

I. Definitions

1. Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by CWCS or by a party acting for CWCS. Such information includes, but is not limited to:

- a. Date and place of birth, parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes.
- b. Grades, test scores, courses taken, academic specializations and school activities.
- c. Special education records.
- d. Disciplinary records.
- e. Medical and health records.
- f. Attendance records and records of past schools attended.
- g. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- a. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed



- to any other person except a temporary substitute for the maker of the record.
- b. Records maintained by a law enforcement unit of CWCS that were created by that law enforcement unit for the purpose of law enforcement.
- c. In the case of a person who is employed by CWCS but not in attendance at CWCS, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee, and are not available for any other purpose.
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at CWCS.
- e. Records that only contain information about an individual after he or she is no longer a student at CWCS.
- f. Grades on peer-graded papers before they are collected and recorded by a teacher.

2. Personally Identifiable Information

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who CWCS reasonably believes knows the identity of the student to whom the education record relates.



3. Directory Information

CWCS may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of CWCS' annual notice provided by CWCS pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). CWCS has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph/video
- Date of birth
- Dates of attendance
- Grade level
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

4. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

5. Eligible Student

Eligible student means a student who has reached eighteen (18) years of age.

6. School Official

A school official is a person employed by CWCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff) or a person serving on the Board of Directors of CWCS. A school official also may include a volunteer for CWCS or an independent contractor



of CWCS or other party who performs an institutional service or function for which CWCS would otherwise use its own employees and who is under the direct control of CWCS with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

7. Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

II. Disclosure Of Directory Information

At the beginning of each school year, CWCS shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to require that CWCS not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify CWCS in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. CWCS will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

III. Annual Notification To Parents And Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, CWCS shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records.
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights.



3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA.
4. File with the U.S. Department of Education a complaint concerning alleged failures by CWCS to comply with the requirements of FERPA and its promulgated regulations.
5. Request that CWCS not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records.
3. A statement that CWCS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

IV. Parental And Eligible Student Rights Relating To Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, CWCS shall comply with the request.

1. Copies of Education Records

CWCS will provide copies of requested documents within five (5) business days of a written request for copies. CWCS may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former pupils' records or (2) up to two verifications of various records of former pupils. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records



Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- (1) Inaccurate.
- (2) Misleading.
- (3) In violation of the privacy rights of the student.

CWCS will respond within thirty (30) days of the receipt of the request to amend. CWCS' response will be in writing and if the request for amendment is denied, CWCS will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or Executive Director's designee must then inform the parent or eligible student of the amendment in writing.

If the Executive Director sustains the parent or eligible student's request to change the student's name and/or gender, CWCS shall add a new document to the student's record that includes all of the following information:

- a. The date of the request.
- b. The date the requested records were corrected.
- c. A list of the records requested to be corrected.
- d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
- e. The name of the employee who completed the request.
- f. The student's corrected and former names and/or genders.

CWCS shall immediately update a **former** student's records to include the student's updated legal name or gender if CWCS receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:



- a. State-issued driver's license.
- b. Birth certificate.
- c. Passport.
- d. Social security card.
- e. Court order indicating a name change or a gender change, or both.

If requested by the former student, CWCS shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by CWCS include, but are not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, CWCS shall add a new document to the former student's file that includes all of the following:

- a. The date of the request.
- b. The date the requested records were reissued to the former student.
- c. A list of the records that were requested by, and reissued to, the former student.
- d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
- e. The name of the employee who completed the request.
- f. The current and former name or gender of the former student.

3. Hearing to Challenge Education Record

If CWCS denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) business days of the denial, request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student. Notice of the date, time and place of the hearing will be sent by CWCS to the parent or eligible student no later than twenty (20) days before the hearing.

Parent/Guardian or Eligible Student Rights at the Hearing

- To present information and evidence concerning a clerical or recording error in the education record which needs to be corrected. The hearing is not an opportunity to review substantive decisions by CWCS concerning evaluation of academic work or outcomes of disciplinary proceedings.



- To have the hearing adjudicated by a hearing entity that does not have a direct interest in the outcome of the hearing;
- To be advised by one or more individuals, including counsel at their own expense;
- To have a full and fair opportunity to present evidence concerning requested corrections to the education record;
- To receive, within a reasonable period of time after the hearing, but not more than thirty (30) business days, a written decision based solely on the evidence provided at the hearing. The decision will include a summary of evidence and reasons for the decision; and
- To submit a statement into the student's education record commenting on the contested portion of the record which will be provided to any person who later views that portion of their education record, if the amendment is denied.

CWCS Rights and Responsibilities When a Hearing is Requested

- CWCS shall appoint a neutral hearing entity that does not have a direct interest in the hearing outcome to preside over the hearing in accordance with FERPA requirements. The hearing shall in all respects be under the control of the hearing entity and shall not be subject to formal rules of evidence or procedure. The hearing entity may be either 1) a neutral hearing officer who is appointed by the Board Chair, and a CWCS employee, or 2) the CWCS Board of Directors.
- CWCS shall deny a request for a hearing when the proposed amendment to the education record includes anything more than correcting clerical errors.
- CWCS shall schedule a hearing within a reasonable time, but not more than thirty (30) business days, after receiving the hearing request.
- CWCS shall provide evidence to the hearing entity to support the previous determination not to amend the student's education record.

Role of the Hearing Entity

- To allow the parent/guardian or an eligible student the opportunity to present evidence relevant to the issues raised. The hearing entity has the right to determine whether particular evidence presented is relevant to the record and issue(s) in question.
- To make their decision solely on the evidence presented at the hearing.
- To provide the parent/guardian or eligible student with a written decision, including a summary of the evidence and reason for the decision within a reasonable period of time after the hearing.



Outcome

If the hearing entity finds that the record is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, CWCS will amend the record accordingly. The parent/guardian or eligible student will be notified in writing of the correction. If the hearing entity finds that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, CWCS will notify the student of the right to place a statement in the record commenting on the contested portion of the record, or stating why the student disagrees with the decision not to amend, or both. CWCS will maintain this statement with the contested portion of the student's education record for as long as the record is maintained. The statement will be disclosed whenever the Charter School is required to disclose the portion of the record to which the statement relates.

If, as a result of the hearing, CWCS decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of CWCS, or both. If CWCS places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

V. Disclosure Of Education Records And Directory Information

CWCS must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and shall provide him or her with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

CWCS will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent



of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. CWCS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, CWCS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that CWCS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

CWCS will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99.
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, CWCS will mail the original or a copy of a student's cumulative file to the receiving district or private school within
3. ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. CWCS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, CWCS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above.
4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions.
5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid.
6. Organizations conducting certain studies for CWCS in accordance with 20
7. U.S.C. § 1232g(b)(1)(F).
8. Accrediting organizations in order to carry out their accrediting functions.



9. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986.
10. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order.
11. Persons who need to know in cases of health and safety emergencies. State and local authorities, within a juvenile justice system, pursuant to specific State law. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by CWCS for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by CWCS.
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by CWCS with respect to that alleged crime or offense. CWCS may disclose the final results of the disciplinary proceeding, regardless of whether CWCS concluded a violation was committed.

Data collected and reported by CWCS to the California Longitudinal Pupil Achievement Data System ("CALPADS"¹) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"²) and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:

¹ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

² CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").



- a. Postsecondary educational institutions for purposes of admissions and academic placement.
- b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Families are advised to visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Solicitation and Disclosure of Student Information for Immigration Purposes

CWCS shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, CWCS officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.
2. If CWCS possesses information that could indicate immigration status, citizenship status, or national origin information, CWCS will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, CWCS will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
4. CWCS will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
5. During the enrollment process:
 - a. Where permitted by law, CWCS shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.
 - b. CWCS will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter



registration, a passport, or citizenship papers.

- c. CWCS will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending CWCS. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.
6. CWCS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the CWCS prohibits disclosure, CWCS shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, CWCS shall not release the information. CWCS will permanently keep the consent notice with the record file.

CWCS personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated CWCS official about the information request.
2. Provide students and families with appropriate notice and a description of the immigration officer's request.
3. Document any verbal or written request for information by immigration authorities.
4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records

CWCS may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third-party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

VI. Record Keeping Requirements



CWCS will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of CWCS in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of CWCS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, CWCS officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, CWCS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of CWCS.

Student cumulative records may not be removed from the premises of CWCS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from CWCS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

VII. Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by CWCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office

U.S. Department of Education 400 Maryland Avenue. S.W.
 Washington, D.C. 20202-8520



12420 Bentley Street
Waterford, CA 95386
(209) 874-1119 Ext.6
Fax: (209) 874-9531

Coversheet

Approval of the Amended 2025-2026 Certificated Pay Scales.

Section: V. Items Scheduled for Consideration and/or Action
Item: I. Approval of the Amended 2025-2026 Certificated Pay Scales.
Purpose: Vote
Submitted by: HR
Related Material: 2025-2026 Certificated Payscale (DRAFT).pdf

BACKGROUND:

Titles added include:

Science Specialist
Teaching Assistant Substitute Instructor

Titles removed include:

Special Education Director

Connecting Waters Charter Schools

Certificated

2025/26 Pay Rate Information

Exempt Certificated Schedule:

Step	180	185	190	205	210
0	\$68,340.00	\$73,656.85	\$75,556.70	\$90,133.63	\$100,227.44
1	\$70,390.00	\$75,866.24	\$77,823.08	\$92,837.24	\$103,233.83
2	\$72,500.00	\$78,139.66	\$80,155.14	\$95,619.23	\$106,327.36
3	\$74,680.00	\$80,487.80	\$82,563.85	\$98,492.63	\$109,522.56
4	\$76,920.00	\$82,899.98	\$85,038.24	\$101,444.41	\$112,804.89
5	\$79,230.00	\$85,386.87	\$87,589.28	\$104,487.61	\$116,188.89
6	\$81,610.00	\$87,948.48	\$90,216.96	\$107,622.24	\$119,674.56
7	\$83,240.00	\$89,709.58	\$92,023.49	\$109,777.30	\$122,070.96
8	\$84,900.00	\$91,502.71	\$93,862.86	\$111,971.54	\$124,510.92
9	\$86,600.00	\$93,327.85	\$95,735.08	\$114,204.96	\$126,994.46
10	\$88,330.00	\$95,195.69	\$97,651.10	\$116,490.63	\$129,536.09
11	\$90,540.00	\$97,575.85	\$100,092.65	\$119,403.22	\$132,774.86
12	\$92,350.00	\$99,529.07	\$102,096.26	\$121,793.37	\$135,432.68
13	\$94,200.00	\$101,524.99	\$104,143.66	\$124,235.77	\$138,148.59
14	\$96,080.00	\$103,552.93	\$106,223.90	\$126,717.35	\$140,908.08

Revised: July 17, 2025

Board Approved:

Connecting Waters Charter Schools

Certificated

2025/26 Pay Rate Information

15	\$98,480.00	\$106,146.56	\$108,884.43	\$129,891.16	\$144,437.32
16	\$100,450.00	\$108,270.56	\$111,063.21	\$132,490.29	\$147,327.52
17	\$102,460.00	\$110,437.25	\$113,285.79	\$135,141.66	\$150,275.81
18	\$104,510.00	\$112,646.63	\$115,552.16	\$137,845.28	\$153,282.20
19	\$106,600.00	\$114,898.71	\$117,862.33	\$140,601.14	\$156,346.68
20	\$109,270.00	\$117,769.85	\$120,807.52	\$144,114.54	\$160,253.53

Hourly/Nonexempt Certificated Schedule Range:

0	1	2	3	4
\$25.00-\$40.00	\$40.01-\$55.00	\$55.01-\$70.00	\$70.01-\$85.00	\$85.01-\$100

Positions Paid On This Salary Schedule:

Days	Title
180	Education Specialist Art Instructor Math Instructor English Instructor Science Instructor Social Studies Instructor Ethnic Studies Instructor CTE Culinary Arts Instructor Program Support Assistant
185	504/PLT Coordinator Lead Instructor Early Math Intervention Specialist Science Specialist Literacy and Language Specialist Prop 28 Lead Instructor Inclusion Support Assistant Grant Coordinator

Revised: July 17, 2025

Board Approved:

Connecting Waters Charter Schools

Certificated

2025/26 Pay Rate Information

	Instructional Programs Coordinator
190	Guidance Counselor Guidance Counselor/Community College Liaison Virtual College and Career Center Counselor School Psychologist Special Education Resource Specialist Special Education Resource Specialist/Post-Secondary Transition Provider Speech and Language Pathologist Occupational Therapist CWEB/CV Site Administrator/Instructor
205	EL Coordinator Math Specialist Science Specialist Curriculum & Assessment Coordinator ES Advisor/Education Specialist CWEB/CV Site Administrator/ES Advisor English Department Head/Tiger Time Specialist
210	Academic Director Education Services Director Guidance Director Program Specialist Curriculum and Accountability Director Special Education Director
Hourly/As-needed	Data Systems Specialist Special Education Support Special Education Resource Specialist School Nurse Teaching Assistant Substitute Instructor

Master's Degree Stipend: \$1,000

Doctorate Degree Stipend: \$2,000

Longevity payments for exempt employees will be paid as follows:

2% for years 11-14 with the School

2.5% between years 15 and 19 with the School

3% a year from year 20 with the School

These amounts are not compounded – the total longevity increase for year 20 forward is 3%

Revised: July 17, 2025

Board Approved:

Connecting Waters Charter Schools
Certificated
2025/26 Pay Rate Information

Revised: July 17, 2025
Board Approved:

Coversheet

Approval of the Amended 2025-2026 Exempt Education Specialist Pay Scales

Section: V. Items Scheduled for Consideration and/or Action
Item: J. Approval of the Amended 2025-2026 Exempt Education Specialist Pay Scales
Purpose: Vote
Submitted by:
Related Material: _25-26 Exempt Education Specialist Pay Rate.pdf

BACKGROUND:

Removed word **exempt** from the title

Added: Hourly/Nonexempt Welcome ES Schedule Range

Connecting Waters Charter Schools

Exempt Education Specialist

2025/26 Pay Rate Information

180 days

Compensation:

Education Specialists (ESs) annual compensation is based on, 1) step and column placement 2) Tiger Time duties 3) longevity, if applicable, is based on years of service with CWCS. 4) ES's may also receive additional allowances by providing additional services, which include Small Group Instructor (SGI), and Effective Educator, formerly a highly qualified teacher (EE) service.

FTE is defined as serving the equivalent of 23-25 students for one school year.

The first column of the chart represents years of service. Column two represents base ES pay for 23-25 students, and no extra duties. Columns I, II, and III represent classes taught by the ES, or other extra duties. These duties give ESs the ability to move up the pay scale. (Please note: Duties are based on the ES holding the appropriate credential and the class/duty being available.)

	Annual Salary			
Years with Connecting Waters Charter Schools	0	I	II	III
0	\$68,340	\$80,340	\$92,340	\$104,340
1	\$70,390	\$82,390	\$94,390	\$106,390
2	\$72,500	\$84,500	\$96,500	\$108,500
3	\$74,680	\$86,680	\$98,680	\$110,680
4	\$76,920	\$88,920	\$100,920	\$112,920
5	\$79,230	\$91,230	\$103,230	\$115,230
6	\$81,610	\$93,610	\$105,610	\$117,610
7	\$83,240	\$95,240	\$107,240	\$119,240
8	\$84,900	\$96,900	\$108,900	\$120,900
9	\$86,600	\$98,600	\$110,600	\$122,600
10	\$88,330	\$100,330	\$112,330	\$124,330
11	\$90,540	\$102,540	\$114,540	\$126,540
12	\$92,350	\$104,350	\$116,350	\$128,350

Revised: August 12, 2025

Board Approved:

Connecting Waters Charter Schools

Exempt Education Specialist

2025/26 Pay Rate Information

13	\$94,200	\$106,200	\$118,200	\$130,200
14	\$96,080	\$108,080	\$120,080	\$132,080
15	\$98,480	\$110,480	\$122,480	\$134,480
16	\$100,450	\$112,450	\$124,450	\$136,450
17	\$102,460	\$114,460	\$126,460	\$138,460
18	\$104,510	\$116,510	\$128,510	\$140,510
19	\$106,600	\$118,600	\$130,600	\$142,600
20	\$109,270	\$121,270	\$133,270	\$145,270
Welcome ES Hourly Nonexempt	\$47.40-\$75.00			

Hourly/Nonexempt Welcome ES Schedule Range:

The Welcome ES serves the student's educational needs as determined by a written agreement between the parent and the ES as a temporary placement. This hourly/nonexempt position includes all educational duties, administrative duties, and paperwork to support the student and family until the student is reassigned to their regular ES. Excludes Tiger Time and State Testing. Welcome ES do not receive longevity.

Master's Degree Stipend: \$1,000

Doctorate Degree Stipend: \$2,000

Based on the current year annual salary, longevity payments for continuing exempt Education Specialist will be paid as follows:

2% for years 11-14 with the school

2.5% between year 15 and 19 with the school

3% a year from 20 with the school

These amounts are not compounded - the total longevity increase for year 20 forward is 3%

Job Description:

A copy of the [Education Specialist job description](#) is available online on our [website](#).

Employee Handbook:

The [Employee Handbook](#) is posted on our [website](#).

Falsification of Records:

Revised: August 12, 2025

Board Approved:

Connecting Waters Charter Schools

Exempt Education Specialist

2025/26 Pay Rate Information

It is important for ESs to pay attention to detail and maintain accurate school records.

Falsification of records will result in immediate dismissal.

ES Service Areas:

Initial student zip codes upon position acceptance are to be maintained for a minimum of two years.

Other information is available online on our website. Please visit [Connecting Waters](#) for additional information.

Revised: August 12, 2025

Board Approved:

Coversheet

2025 Graduate Exit Survey

Section: VI. Items scheduled for Information & Discussion
Item: C. 2025 Graduate Exit Survey
Purpose: FYI
Submitted by: Executive Director
Related Material: 2025 Graduate Exit Survey.pdf

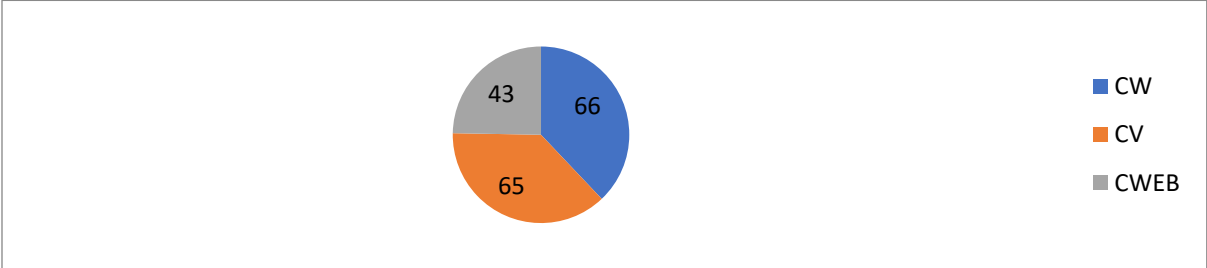
BACKGROUND:

Survey results from the 2025 Spring Exit survey for our CWCS graduates

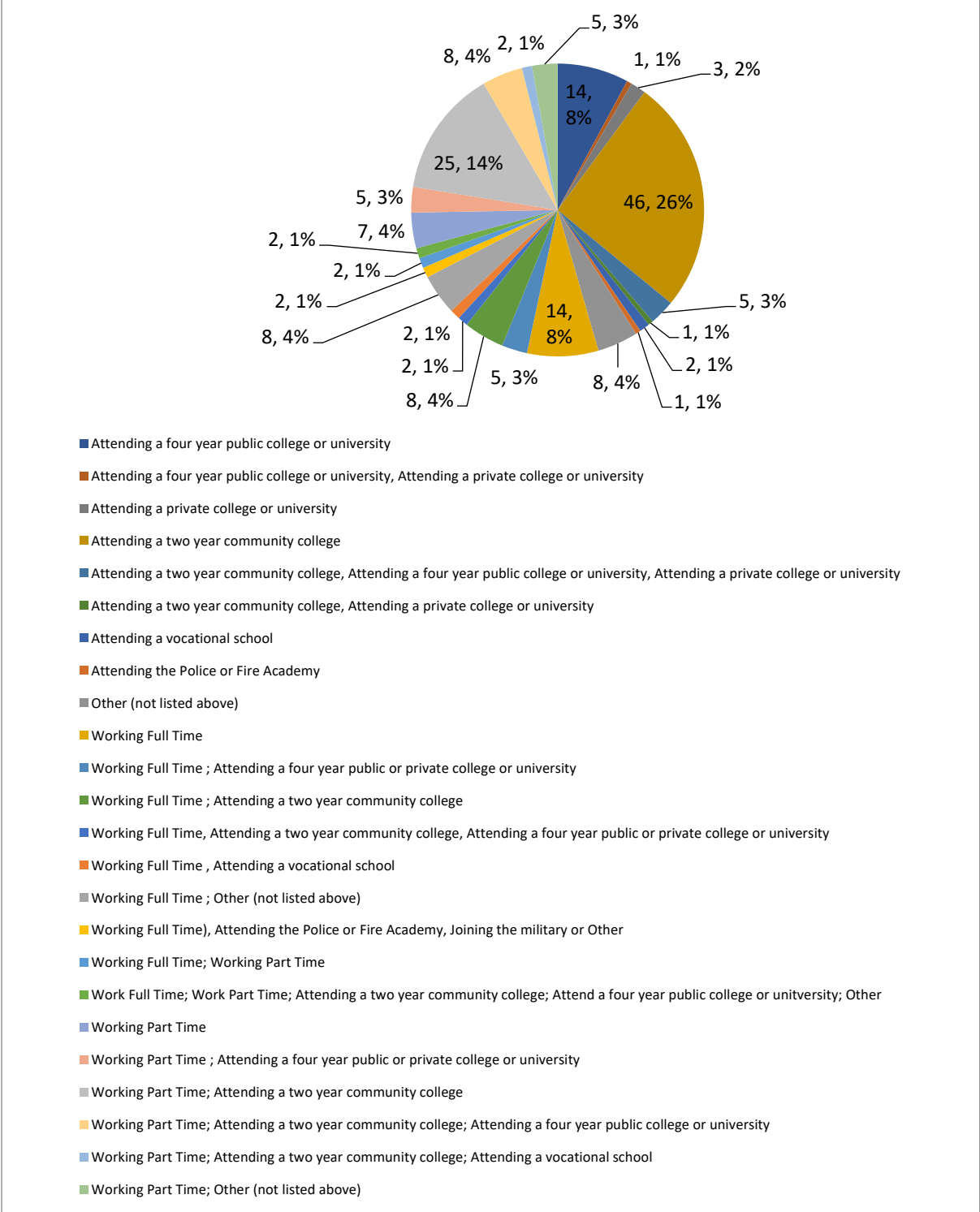
Graduate Exit Survey 2024/2025

(174 Responses)

1. School Attended



2. As a CWCS graduate, what are your future plans? (# of students, percentage)



**Q1A: You mentioned that you are planning on or are currently working full time.
Where do you work or plan to work?**

- A fast-paced job
- A job related to mechanics and car maintenance
- A restaurant
- As of now because I'm still 17 really anywhere is fine but I would like to get a full-time job somewhere that will help prepare me and get me the experience needed for my career.
- Central West Ballet
- Chipotle
- Currently working at In N Out and hoping to also work for the college I attend.
- Esthetician
- Family business
- food /retail
- I am currently applying for a mountain mike's pizza in town and plan to work there.
- I am planning to work for Tesla.
- I am work General Construction with a small company and plan to pick up more hours and maybe get a second job.
- I currently am working on save mart, planning working in Pepsi
- I currently have a job at boomers
- I currently work at In-N-Out Burger.
- I currently work full time at McDonalds as a manager. However, I'm looking into being an insurance agent
- I don't know yet something that has to do with engineering
- Starbucks
- I intend to pursue a career in the retail or hospitality industry.
- I plan on going into forestry and working full time in conservation, or another specialized area in the field.
- I plan on pursuing my aspirations to become an Electrician and start as an apprentice working hopefully full time getting on the job training while also doing schooling.
- I plan on working in a fire department
- I plan to pursue a career in Cybersecurity, hopefully in the future being able to work remotely.
- I plan to start working at Trader Joe's
- I plan to work as a full time Construction Estimator.
- I plan to work as a Medical Interpreter as of right now I am currently getting into Land surveying.
- I plan to work at Dave Buster
- I plan to work in Amazon
- I plan to work in the field of computer engineering, possibly at a lithography company such as Intel or ASML.
- I want to be a full-time flight instructor & teach the new generation of pilots how to fly while I work on building hours to reach the airlines
- I want to first start my nail tech/cosmetology career, and then later down the roads I want to start my ultra sound tech career.
- I work at Top Dog k9 training
- I work for my family's business, John N Eddie Tree Care as a groundmen
- I would like to work as a flight attendant
- Undetermined
- I'm working now at amazon
- In an office setting or as a therapist
- In and Out
- In speed shop as a mechanic.
- Jehovah's Witness Hall Construction
- Journeyman for Electrical apprentice.

- Machinist
- Maybe at my dad's store
- Mechanical Engineering
- Public service job then touring artist

Q1B: You mentioned that you are planning on or currently working part time. Where do you work or plan to work?

- A fast-paced job
- A nearby warehouse or restaurant
- Also, Mechanical Engineering
- Anywhere in retail
- City of Riverbank, Parks and Recreation
- Coffee Shop
- Currently, I work part time at a cowhorse training facility and vet clinic. When I move away to college, I plan to work at a cattle company as well as another rope horse training facility.
- Dutch Hollow Farms and Woodshop
- Family Business
- for a local business
- great valley academy
- I am currently working at a tutoring center. After graduation, I will try to get a job at the university I am attending.
- I am currently working at my Church's cafe as a barista.
- I am not working part time I am working full time at Amazon in Tracy
- I am planning to work as a receptionist at any facility if they pay well.
- I currently have a job at Boomers
- I currently work at a Pizza Plus in Riverbank
- I currently work at Chaparral Ranch and plan to continue part time during my college education.
- I currently work at Dutch Bros
- I helped my dad
- I need a job so any job, I don't have one yet.
- I plan on trying to get a job at Target or any retail store that may be hiring.
- I plan on working somewhere that pays me decent wages. I am not sure where that will be, but a temporary part-time job would be a good way for me to make some money.
- I plan on working with my dad at his restaurant part time.
- I plan to get a job related to the health care field or related to tutoring.
- I plan to get a part time job in the future at an entry level position such as a fast-food restaurant (no specific one in mind).
- I plan to look for work in the service industry
- I plan to work at a fast-food restaurant or store.
- I plan to work at a store or a Restaurant
- I plan to work at an elementary school or private clinic as a speech-language pathologist assistant in the near future, the location and official job sites are still undecided.
- I plan to work at an establishment that is part of the work-study program at UCD in order to support myself through college. I am not sure what specific type of work I will want to pursue.
- I plan to work at Target
- I plan to work in a fast-food establishment.
- I plan to work in an administration office
- I plan to work part time in a retail job, or as a nanny.
- I plan to work part-time but I don't currently know where.
- I plan to work with animals, whether that be the animal shelter or as a pet groomer/trainer.
- I plan to work with my cousins moving company
- I will be looking for a job
- I work at In-N Out Burger I have been working there for 2 years
- I work at McDonald's.

- I work part time for the city of Riverbank as a parks and recreation leader and a lifeguard in the summer. I lead preschool children in activities and teach swimming lessons and guard the pool in the summer time. I plan to keep working with children in the future.
- I'm working part time at In-N-Out and will continue to do so after graduating.
- I'm open right now until I figure out what I want to do
- In the near future I would like to work part time at a coffee shop.
- In-N-Out Burger
- Jack in the Box
- Maybe at my dad's store
- Powerhouse Dance Studio
- Something local and/or Retail.
- Somewhere that has a future
- Starbucks
- Teaching kids at an Islamic institute
- With my dad at his construction business or one of his convenience stores
- Work from home like an online job
- Working for my dad on home remodeling business.

Q1C: You mentioned you are planning on attending a two-year community college. What is the name of the community college? Have you applied yet? When will you start?

- Delta College, haven't applied yet perhaps next year.
- Berkeley City College
- Canada College and San Mateo Community College. Yes, I have Applied and will start in the summer.
- Chabot College. No. 5/5/2025
- Columbia College
- Columbia college yes, I have applied and will be arriving for the fall semester
- Delta College, yes, I'm enrolled in there, and I will start after graduating.
- Diablo Valley College, have not applied yet, will start at DVC in the fall of 2025
- Haven't decided yet
- I am applying to Ohlone College, I am planning on applying for the fall semester.
- I am currently dual-enrolled in Modesto Junior College (MJC), and have been since my sophomore year at Connecting Waters. I will continue to attend MJC when I graduate.
- I am planning on attending De Anza College which I still have to apply for.
- I am planning on attending Delta College for two years, No I have not applied yet but I will be applying to Delta College very soon in the next week or so. I will start going to Delta College next school year in the 2025-2026 school year.
- I am planning on attending Merced College to pursue an Associate's Degree in Cybersecurity. I am planning on starting to take classes in 2026
- I am planning on attending Ohlone College. I need to graduate first before completing my application. I will start next fall.
- I am transferring to Mission College. I have applied and plan to start attending this summer.
- I do not have a specific college selected as me and my family's plans may change, but the most likely option would be Dallas College, in Dallas, Texas.
- I don't know which college yet because I haven't decided which I would like to apply to.
- I have not applied for any colleges yet.
- I intend to apply to Berkeley City College.
- I plan on attending an MJC electrical program to gain further knowledge in the field I am trying to pursue, unsure of how long the classes are however should not be more than 2 years.
- I plan on attending at Cerritos college, I have not applied yet but will be this week. I plan to start in the fall.
- I plan on attending Blue Mountain Community College in Pendleton, Oregon. I can apply at the beginning of May. I was offered a full ride from the rodeo team. I will start school in August.

- I plan on attending Las Positas community college. I have not applied yet as I need to transfer my dual enrollment courses from another cc to this one.
- I plan on going to Chabot college, I have not applied yet and I plan applying this week.
- I plan on joining Merced Junior College. I haven't applied yet since I plan on taking a break from school to get a job so I can pay for books, gas, among others things.
- I plan to continue attending Delta College and acquire an associate's degree in computer science. I am currently a delta college student (through dual enrollment).
- I plan to start MJC community college in January 2025, finish the general education, and then leave to a university.
- I planned on attending Diablo Valley College. I am currently in the process of applying. I'm starting this Fall.
- I will be attending Mission College. I have not applied yet, will be applying soon as registration opens up. I will hopefully start in the spring 2025.
- I will be attending Ohlone Community College, and I'm planning to apply. I will be starting in the Fall Semester of 2025.
- I will be transferring from Sacramento City College to a 4-year college in about two years. I will study Computer Science and have already applied. I plan to start from the Summer 2025 semester UNLESS we decide on Q1D instead.
- I will start after a while one of my local community colleges
- I'm already at mission college, will be starting the college year in September
- I'm not entirely sure what college I'm going to be attending but as of right now I'm planning on going to Solano Community College. And I will Most likely start right after I graduate high school.
- I'm planning to attend San Joaquin Delta College; I have not applied yet and may have to take a gap year before thinking of starting
- I'll be attending the College San Mateo. I will start in august and I have applied
- ITT Tech (Institute of Technology)
- Los Positas, not yet applied. Possibly Fall 2025
- MJC, and I have not applied yet because I'm going to be taking a gap year first.
- one of the four Peralta colleges
- probably San Jose City College. I have not applied yet. I will hopefully start in the fall.
- San Joaquin delta college. I will start after high school.
- SCC
- SJDC, I haven't applied yet.
- The name of the community college I will be attending is called San Joaquin Delta College in Stockton. I haven't applied yet but I'm hoping to do apply soon to start my classes there in the Fall.
- West Valley College, already enrolled, already started
- Yes, it's Fresno city college

Q1D: You mentioned you are currently planning on attending a four-year college or university. What is the name of the college or university? Have you applied yet? Accepted yet? When will you start?

- Cal State East Bay. They admitted me and I start next year
- California State University. I have not yet applied as I will be transferring from MJC after completion
- East Bay College. No. 5/52025
- Either UC Berkeley, Montana State University, or University of New Mexico. Yes. Not yet for UCB, yes for the other two. Unsure.
- Fresno state, or stan state
- Going to Columbia College
- Have applied and have been accepted into Columbia University
- I am currently attending Merced Junior College and the plan is to graduate with my AS by Fall 2025. From there I am planning on transferring to Stanislaus University or to a nearby Private College. I will be studying for a Nursing Degree my plan is to get my BSN and later

my doctorate to be a RN in the Emergency Room.

- I am planning to attend MJC and I haven't applied yet. I am planning to start during the fall of 2025
- I am planning to attend San Jose State University, I have applied and been accepted. Although the plans could change, if I were to start it would be in Fall 2025.
- I am planning to start college in Fall 2025. I have applied to multiple colleges and universities at the moment, but I will not know whether I am accepted or not until March. The list of colleges I have applied to are UC Berkeley, UCLA, UC Santa Barbara, UC Davis, UC San Diego, UC Santa Cruz, Caltech, Harvard, Johns Hopkins, Rice, Stanford, University of Chicago, University of Pennsylvania, and Yale.
- I applied last fall and have been accepted to the University of the Pacific for mechanical engineering. I will be starting in this fall semester on August 25.
- I don't have a 4-year selected yet, but I am considering Stephen F. Austin State University, for their forestry and agriculture program.
- I got accepted to UC Irvine, UC Davis, UC Santa Barbara, UC San Diego and Cal Poly. Still deciding between one of these and Stan State.
- I have applied to SJSU and also at the University of California (various campuses) for Fall 2025 as a freshman. I am waiting for admissions decision, expected by the end of March 2025.
- I have been accepted at the University of California, Davis and I will start in the fall 2025 semester this year.
- I have been accepted to a few universities like UC Davis, but there are still decisions coming out so I am still waiting. I plan on attending university in Fall 2025.
- I have been waitlisted for Computer Science at UC Davis. The waitlist official decisions are set to be released mid-late June 2025. If I am accepted off the waitlist and we decide this option is more suitable at the time, I will start Fall 2025.
- I have not yet decided or applied to a four-year university, however, I am considering Benedictine College (KS) and University of Mary (ND).
- I plan on attending a four-year college or university in the future, and have not yet applied. I am planning to apply to SJSU or UC Berkeley.
- I plan on attending UC Davis. I have applied and been accepted as a political science major.
- I want to transfer to a 4-year after community college. I don't have a specific one in mind yet.
- I will be attending San Jose State University. I have applied and was accepted and will start fall of 2025.
- I will be transferring to a four-year university after attending a junior college, I plan to attend either Montana State University or Oklahoma State University.
- I'm hoping to get into East Bay and enter an R.N program there.
- I've been accepted to UC Santa Cruz and waitlisted at UC Berkeley. I plan on going to UCSC, unless I get accepted to UCB from the waitlist. For either of them, I plan to start in Fall 2025.
- I've been admitted to UC Merced, UC Santa Cruz, UC Riverside, Jessup University, and Liberty University. I haven't decided on which one to accept yet.
- Medical School in Varna, Bulgaria
- My Delta college
- Planning on seeing what to do
- San Jose State University
- San Jose State University, accepted into Computer Engineering, starting Fall 2025
- Some colleges I got accepted at was UC riverside, UC Merced, UC Santa Cruz, SJSU, USF and I got waitlisted at UC Davis and UC Santa Barbara. I most probably commit to UC Santa Cruz and wait for my waitlist news. I will start in fall of 2025
- Sonoma State University, yes, I have applied, yes, I have been accepted, Fall of 2025
- Stanislaus State
- Stanislaus State University, I applied and got accepted - I start in the fall.
- The name of the university is the University of California at Davis. I applied in November 2024 and accepted my offer in April 2025. I will start attending in September 2025.
- The name of the University that am I going to and have already gotten accepted to is Cal State East Bay. I will be starting on the Fall of 2025.
- UC Davis, already applied, waitlisted, hopefully August 2025

- UC Merced. Applications were sent and accepted, and I will be starting in the Fall.
- University of The Pacific. Yes, and yes. August 2025

Q1E: You mentioned you are planning on attending a vocational school. What is the name of the vocational school? When will you start? What program are you in?

- Cosmetology school. Not sure when or where yet
- I am planning on attending a Vocational school or CTE after graduating but I have not decided which school so I do not have the information to answer the other questions.
- I have not yet applied.
- I plan on doing interpretation.
- I plan on going through a program through amazon called "amazon career choice". I'll hopefully be starting in a few months

Q1F: You mentioned you are planning on attending a police or fire academy. Where is the academy located? Have you been accepted yet? When will you start?

- Maybe in Modesto or Turlock
- N/A
- Not interested
- Stockton, yes, this summer
- This is a possibility I might go down I will try to become a firefighter but if this does not work I will go in the trades and look into elevators or electricians.
- The academy I hope to attend is located in Stanislaus County. As for when I start, I'm hoping to start in the fall of 2026.

Q1G: You mentioned you are in or planning on enlisting in the military. What branch of the military? When will you start?

- N/A
- Not interested
- I doubt I'm going to go down this path but I might join the Marines most likely as a mechanic and do my 4 years.

Q1H: You mentioned you are or planning on joining the Peace Corps, Job Corps, or Ameri Corps or similar program. Which one? When will you start?

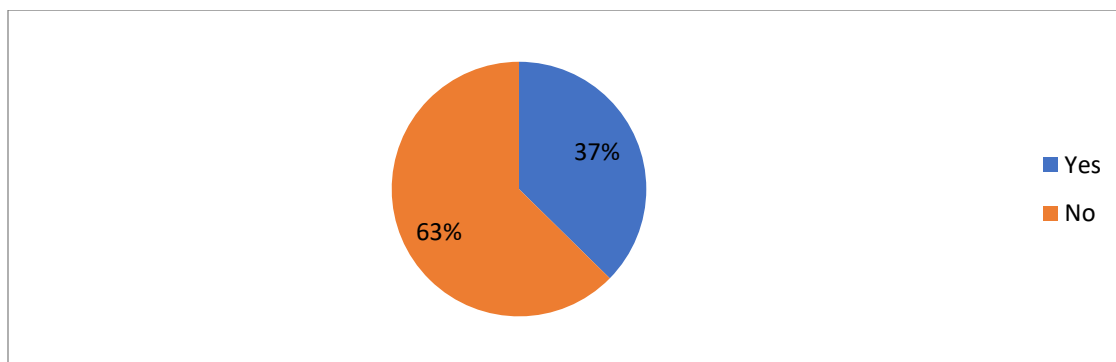
Q1I: You mentioned "other" in Q#1. At this time in your life, what are you currently doing or planning on doing in the near future?

- Applying to 2 international colleges in Mexico. CAN program is a 6-week program thru College or Nursing. I'm starting this in person program soon.
- Go to college and get my RN
- Helping Nadia engage with society. Become the best Nadia
- I am going to flight school to become a pilot
- I am planning on staying on my aunt's ranch in Arizona for some time. I am not sure how long yet, but I will be getting invaluable training and experience from it.
- I am staying at my grandmas and wanting to find a job to get me where I can work on myself and get me a steady house and a car so I can see if a flight attend will be best for me in the future
- I currently have a job at a pizza place. I plan pursuing the Culinary Arts at a school in St Helena.
- I have a plan of what I want to do and I am achieving my goals but at this time anything can change.
- I have no plan.
- I might take over the family business or I might go back to school
- I plan on spending my full time in the ministry as one of Jehovah's Witnesses
- I plan to become a vet tech and possibly even become a vet. I want to explore my passion with animals and take part in saving their lives.
- I'm going to have a gap year, and I'm going try to apply to Stanford university again. In

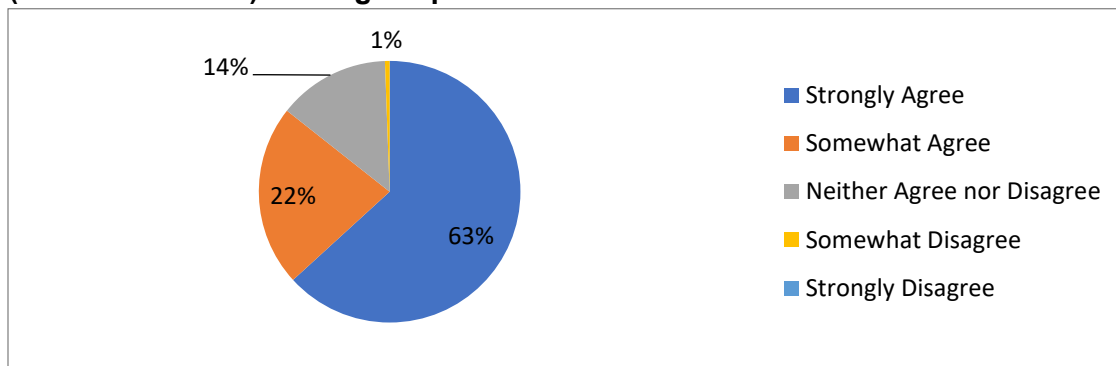
general, I think it would be good to take a break after school and think about what and where should I study in the future?

- I'm not
- looking into college or apply for a job
- Lots of volunteering and I will be able to attend the day program through VMRC where I will be able to work part time and learn skills necessary to get and keep a job.
- Medical field ultrasound tech or x ray tech
- My crochet business, Off the hook crochet by Ethan
- Online college courses to pursue medical field
- Plan to go to cosmetology school.
- Planning on attending a day program through VMRC to obtain some work and social skills.
- Take time to enjoy a little and then plan to get a job or get into a career
- Taking a few classes to get a license for a specific profession

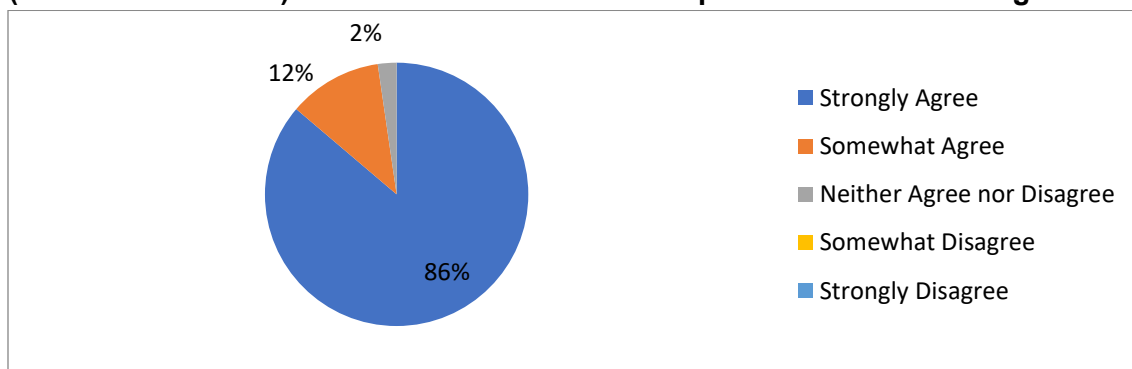
1. While you were in High School, did you have a job?



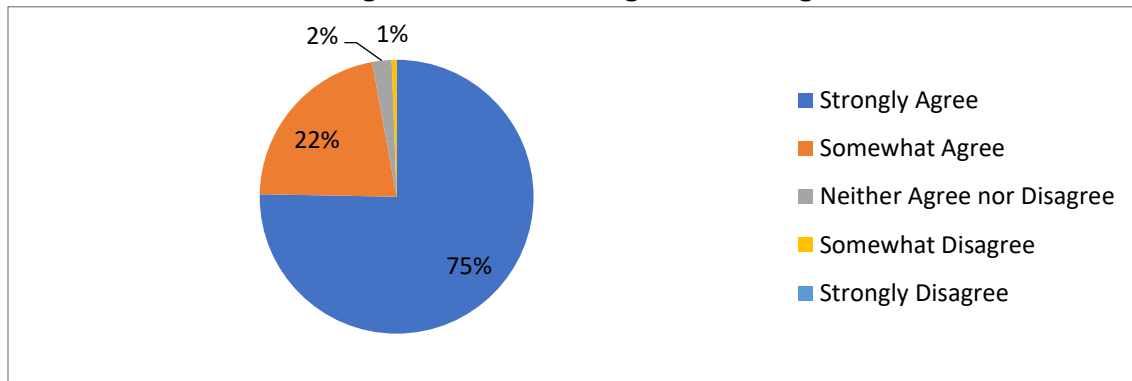
2. My ES (& other teachers) had high expectations for me when I was a student at CWCS?



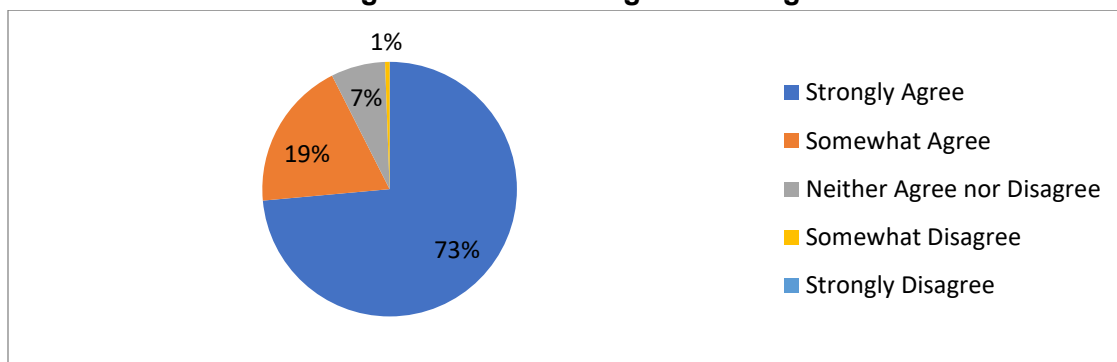
3. My ES (and other teachers) at CWCS treated me with respect and understanding?



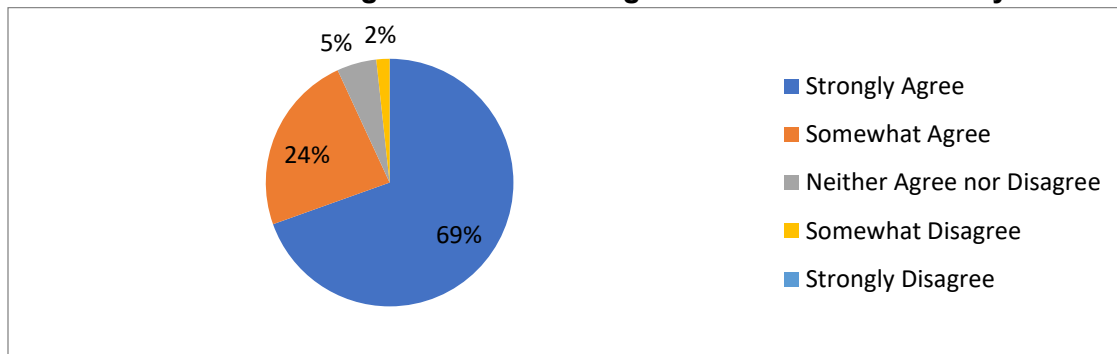
4. At CWCS I received a solid background of knowledge in Reading and Literature?



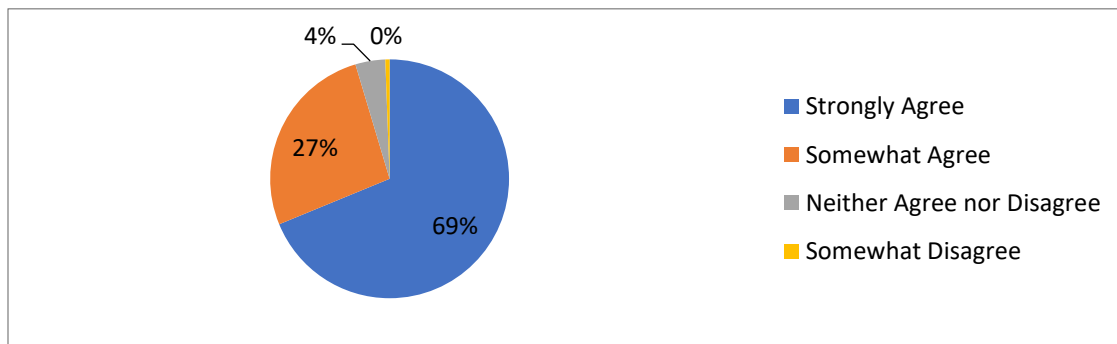
5. At CWCS I received a solid background of knowledge in Writing.



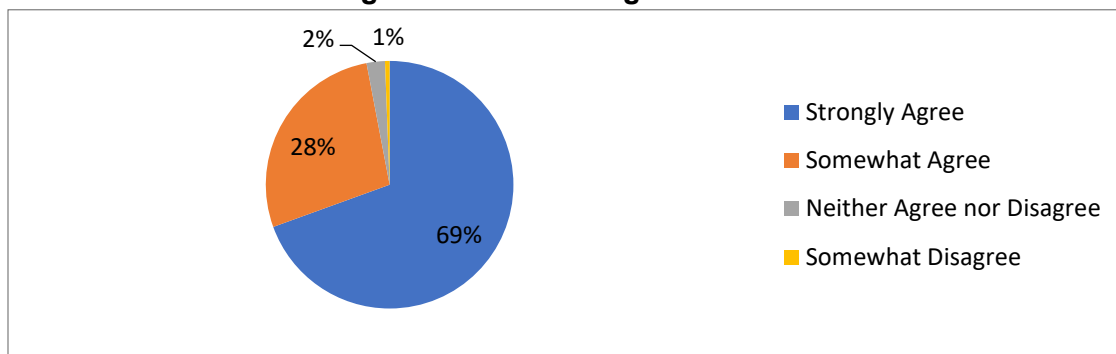
6. At CWCS I received a solid background of knowledge in Social Studies/History.



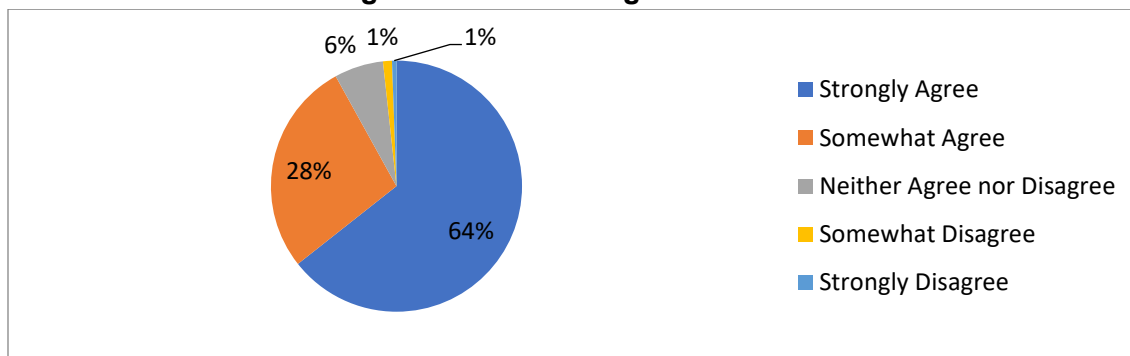
7. At CWCS I received a solid background of knowledge of the US Government's political process.



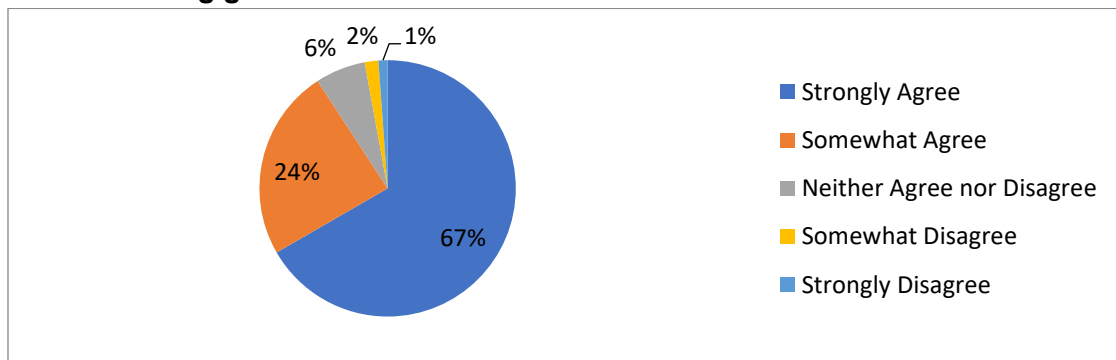
8. At CWCS I received a solid background of knowledge in Math.



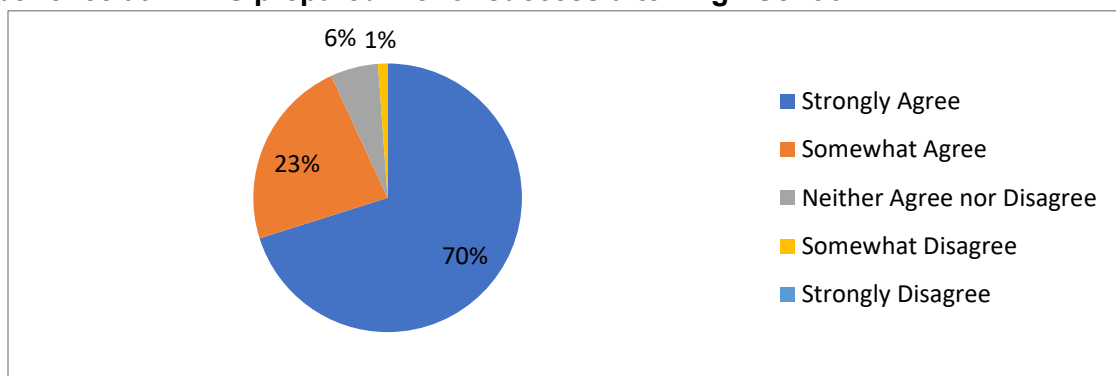
9. At CWCS I received a solid background of knowledge of in Science.



10. Attending High School at CWCS helped me to develop good work habits such as being organized and setting goals.



11. My experience at CWCS prepared me for success after High School.



Additional Comments:

One thing I feel CWCS could have provided that would have helped me after graduation is...

- ...more extracurricular options and advice/promotion regarding them, as well as college advising (for example, if ESs were a bit more focused on preparing students for success going into college than their success in high school). It would be beneficial to have more AP classes available and promoted to students, as well as an "Honors Program" for students to be more motivated, excel more, and have opportunities to conduct projects with teachers over the school year. I also wish the school had more emphasis on students, especially high schoolers, to have paid jobs to build experience and responsibility.
- A basics in computer science class that introduces me to the science of a computer
- A better guide of what my options were in terms of colleges/universities.
- A bit more regiment. While it is, of course, ultimately the student's responsibility to keep up with their work, some more involvement from staff would probably be helpful. There are many students, so it would be impossible to keep track of every little problem, but to have someone check in on a student who is having problems before they have reached the point of no return would be better than only intervening once it has become a terrible problem. The online nature of this school is a wonderful thing, and it requires a lot of effort from students, their families, and school staff, but the lack of in person discipline can make things difficult. I think that the school needs to be somewhat more involved in making sure students stay up to date as well as they can, be it by contacting parents, or simply by discussing with the student the reason that they are behind. I think this would have been helpful to me after graduation, because it would have set a precedent for getting things done in a timely matter.
- A career class that is actually helpful and doesn't just pressure you into claiming one career when you are unsure of what you want to do.
- a more social society in general I feel like it's important to learn how to communicate with the peers around you.
- A more thorough CTE career class on Health Careers. I feel that there was not enough support in that class.
- A short course on common college admissions/application knowledge.
- A well-balanced schedule.
- Absolutely nothing. Connecting waters helped me complete my goals by graduating early and believed in me when no other school did, Connecting Waters will always have a special place in my heart
- Accepting my different way of learning
- Assistance in choosing a career path
- At this point, I feel a bit unprepared and undecided to declare a major. If CWCS could have prepared me for this, I would have like that a lot.
- Because of the fact I have not officially graduated yet I can't really answer that question and no ideas come to mind.
- Better chemistry teacher
- Better choices of elective classes for better prepare for the future
- Better guidance/help for people who don't really know what to do or how to go about after graduation.
- Better time management. CWCS helped develop my time management and how I prioritize which assignments I need to do first.
- Can't think of anything
- Career guidance and networking opportunities for post-graduation success.
- Classes in afternoon, after 1:00 Pm till 4:00 PM
- CWCS did an excellent job at preparing and providing all the necessary resources to succeed. CWCS did an excellent job of properly providing for even after high school
- Driving lessons
- Everything was satisfactory
- Exposure to the career of I want to pursue and a lot volunteering experience

- give us more information like CNA courses that you can start at age 16 and scholarships if your parents work in agriculture
- Having a plan
- Having more in person classes available to gain experience in a classroom setting.
- Hearing from people from different colleges like students, professors, other staff so we are introduced to how college life will be like, offering workshops to hear about different colleges and careers...
- Help giving access to internship opportunities or guarantee jobs base on student's career
- Help navigate applying for scholarships and financial aid for college
- Help with FAFSA and applying for scholarships
- Helped me guide what my career should be
- High School internship opportunities
- Higher budget for extracurricular activities
- Honestly, there is nothing to be added. CWCS has provided me with everything that could help me after graduation.
- HS level sports
- I am satisfied with the resources the school offered
- I can't think of anything at this time.
- I can't think of anything. I feel good about graduating.
- I don't know they have helped me so much
- I don't really have an answer for this because I think CWCS has done a lot to help prepare everyone and I for life after graduation.
- I feel as though CWCS had done a wonderful job of providing resources to help me after graduation.
- I feel CWCS provided everything I needed. Talking to the counselors to make sure I was taking the right classes for my education goals was very helpful. I hope others take advantage of that.
- I feel like they did the best with what they could provide. I knew what was expected of me and I learned a lot.
- I feel that CWCS has done an amazing job at helping me plan my life after graduation
- I have none. :)
- I think CWCS could have provided more resources to help students when applying for college.
- I think CWCS helped me on every aspect
- I think more life skills class could've helped me
- I was provided everything I need
- If the credit limit for college courses was removed, it would have let me finish more classes
- In person FASA classes or vocational skills meet up
- Information on taxes, credit, etc.
- Internship support/assistance would have been nice, as a high schooler it's very difficult to find them independently
- In dedication and helped me stop procrastinating
- In guidance on different majors and which classes would be helpful to take.
- Lot of California students apply to UC. It would really help students if CWCS can provide more focused plan and resources to help students in getting through UC college applications, including the essay writing which makes lot of students anxious during their senior year. Sometimes also becomes a distraction in the first senior semester.
- Making sure I completed my work on time and made me organized.
- More career knowledge and guidance.
- More classes for drivers Ed. I don't feel confident after the 3 given classes and paying for it myself is really expensive. It would be a lot nicer to have extra classes paid for using my funds.

- More classes that specialized in real problems and habits that may be harder to balance while in high school like mental health, boundaries, and financial topics.
- More courses that lead to health care
- More direct connections to community college classes, it seemed very difficult to setup classes via CWCS to another sister school nearby. I even had to miss out on one of the classes I had intended on attending because of full registration.
- more guidance when applying for college
- More help with real-life skills like finding a job or managing money.
- More in person classes so that I am prepared to attend a public university with the rigorous curriculum.
- more information on career paths and on scholarships to use in my future studies.
- More opportunities to be more social
- More opportunities to see classmates face to face. There are many students who I only interacted with online and never saw in person.
- Stricter schedule

The best thing that that CWCS provided for me is...

- Understanding & Leniency
- ...the dual enrollment program (I was in the Honors programs at Mission College and at Sacramento City College, which allowed me to do some Honors research and extracurriculars) and the CTE Business Pathway, especially because Ms. Sontag (teaching CTE Business) gave us many opportunities to stand out outside of the class curriculum, including starting the CW e-commerce store with the students and the business internship in the second year of the pathway.
- The best thing CWCS provided was a comfortable space to share my thoughts, ask questions, and get help from other students or teachers.
- A high school diploma.
- Wonderful courses in things such as English, financial algebra, and music. Things are broken down very nicely in a digestible manner. Almost every teacher I have had at this school has been extremely kind, making me more confident in my writing, and sometimes even myself as a person. I feel better about my writing than I did beforehand, and it has made me excited to explore that as a hobby! CWCS also provided me the time for myself that I needed. I sometimes struggle socially, and it was far worse when I was in school publicly. I felt overwhelmed by the people, and I was often behind in understanding material because of how quickly things moved. CWCS allowed me to re-calibrate socially, and I have much more time to grasp material than I did prior.
- Funding for my dance classes.
- a teacher that genuinely cared about how I felt and helped get me resources, If I didn't have Amber I don't think I would have graduated high school
- The opportunity to pursue dual enrollment and the ability to coordinate my own school-wide events.
- A diploma.
- The ability to study the things that interest me most.
- The wonderful teachers and staff who are kind and patient with their students.
- Patience and understanding of my different way of learning.
- An array of classes to choose from
- I really liked the fact that I was able to take classes at a local community college even as a HS student. I feel more prepared to take college-level classes. Special thanks to everyone who made that possible for me :)
- Among many things, one of the best things CWCS provided for me was paying for the schooling to be able to get my driver's license at 16. Our household is low income so we would have never been able to pay out-of-pocket for the schooling for me to get my license, but thanks to connecting waters I was able to get my license and am able to help parents more and do more in my community.
- Early graduation
- A great support system

- My ES and their wisdom/guidance, good learning opportunities, equal opportunity to get help/learn/prosper despite being homeschooled.
- Education, while still being at home. Not having to face the problems of other public schools.
- My education
- Supportive teachers and valuable learning experiences that prepared me well.
- flexible education
- The opportunity to learn
- The support and resources
- Flexibility and gave me the opportunity to take college classes
- spend more time with family
- Help when I needed it
- School supplies
- The culinary program and the flexibility of classes.
- Classes that were online, classes were flexible, all staff are very supportive of students and their success, customizable class schedules...
- ways and classes to increase my level of education
- My flexible and supportive ES
- My amazing ES Dawn Miller and my math tutor!!!!!!
- How to apply for a job without having prior work experience
- Flexible Schedule
- flexible learning
- Supporting instructors and a great ES.
- The confidence in believing in myself
- My Education Specialist
- I would say not only the physical help I needed to graduate but emotionally this school and the teachers helped me to overcome and get through a lot the teachers gave me a meaningful friend.
- Education that worked around my medical conditions
- supplies
- A flexible school and class schedule that allowed me to choose classes that fit my specific, wants, needs, and learning level.
- Tutoring
- flexible class choices
- They have helped me become stronger and confident in myself.
- The classes and the resources.
- i don't no
- The best thing that CWCS provided for me is the support and guidance to help me get ready for life after high school.
- They provided with the basic knowledge I need to get my diploma and move onto college.
- Parent and student choice
- The ability to go at my own pace, I hate feeling rushed so to be able to work and control my education was a really great thing personally. I work best by myself but if I did ever need anything I knew that someone could answer my questions. I had a great ES which made everything so much easier.
- Was my assigned ES. She helped me so much!
- Online education with great classes!
- A flexible learning environment.
- Mostly everything
- A strong and flexible education specifically for me
- A flexible work schedule
- The ability to take college classes and high school classes at the same time in order to graduate early
- Idk
- An education
- Freedom to take classes

- A supportive ES
- Good help and checkup.
- My ES
- Learn at my own pace
- Flexible course material and community
- Access to take community college courses during high school; vendor services
- Helped me work from home instead of going to school
- An ES who always answered my questions to the best of her ability.
- A great learning experience, tons of resources, flexibility to choose advanced college courses and a very supportive network of professional to guide you throughout the academic year.
- A good education
- Being able to be a part-time community college student.
- The opportunity to take Dual Enrollment classes, to be able to work from the comfort of my home, amazing teachers and ESs :)
- Their loving tutors and helps for when I needed extra help.
- The classes
- Freedom of expression and choice in what I want for my future.
- flexibility
- helpful teachers
- The books for each class, helping me to stay on track and enjoy reading while learning.
- a great high school education with enough time to experience new extra curriculums.
- How to make food that isn't cereal or toast.
- Wide selection of third-party vendors for classes. Some of the best classes I took were through vendors.
- Patience
- Peggy Sue
- Excellent support system and extremely helpful teachers and ES's (especially Lisa 😊)
- Good teachers and ES
- The best thing that CWCS provided for me are the variety of classes available, and ability to create my own schedules as I see fit in order to graduate early as I am doing now.
- Tutoring.
- CWCS provided funding for vendor supported activities like guitar lessons. These opportunities allowed me to explore my interests and develop new skills outside of regular academics.
- patience and time so I can work through the problems at my pace
- Flexibility
- The best is my education, but another that I appreciate is also teaching me to be responsible.
- Ability to attend school at home
- support
- NA
- Being able to create a schedule and turn things in on time
- Independent Study
- More free time
- Having dance studios and tutors be vendors
- To be able to go at my own pace.
- The ability to go at my own pace.
- strong independence
- a teacher that is actually consistent in her work even though she is very busy with work.
- Not sure
- supplies
- Flexible learning hours.
- Homeschooling
- A welcoming community

- Driver Ed
- extra help
- Access to community college courses
- Teachers who are super understanding
- Flexibility. I've been able to learn to manage my own schedule efficiently due to the flexibility that I have with each course.
- programs
- Help with my education
- nothing
- support
- being able to go to camps and connect with people and gave me the opportunity to help people
- Community college opportunities.
- A awesome Es Karen Van Elderen
- getting extra help on anything i needed
- Comfort
- independence to create my path with the encouragement and guidance to succeed
- Extra help and specific classes that can help me with my future career
- Access to free and very good school supplies and an access to a great education.
- The educational opportunities which have brought me to where I am today.
- an achievable graduation.
- The best thing CWCS has provided for me are courses that are really going to help me in the future, like Finances, Time Management, and Sociology.
- An ES to help me when everything gets challenging and stressful.
- My Education Specialist
- The ability to work from home.
- The materials for my classes and a great ES.
- Learning
- Confidence to complete the task at hand
- Everything but mainly my ES Norma Austin
- The support of teachers and staff.
- Being able to be home and learn at the same time
- The ability to get a high school diploma without having to go to school offline
- Kadee Green the best ES
- The ability to be home and spend time with my family. Also, the flexibility to learn and acquire other talents. Another good thing CWCS provided for me is a great ES that will be a friend forever.
- Funding for the supplies I needed, and allowing me to work as much as I have.
- a reliable education
- Information and knowledge
- an ES, it has really helped me a lot knowing i can go to my ES if i have any questions or worries.
- Organizational skills and experience
- An amazing ES that is always willing to help me and keep me on track
- an amazing education while allowing me to pursue endeavors outside of school that otherwise would have never been possible in a regular in-person school.
- The help to be able to Graduate from High School on time.
- In my opinion, the best thing CWCS provided for me was the opportunity to take classes at community college. This not only provided me with a greater level of education beyond what was offered at the school but also helped accelerated my high school plan.
- Do the best you can!
- The ability to do multiple things at once and to help be more organized.
- That they helped me develop more of a critical thinking mindset.
- Provide me with an education that lets me operate on my own terms
- CTE culinary class

- The option for online classes, especially portfolio reviews. They allowed me to complete work at my own pace, and sometimes implement what I am doing as extracurricular activities for high school credit.
- The resources I received such as laptops, stationary items, in-person classes, helpful vendors and tutors, were very helpful to me throughout the years of high school
- CWCS is a fantastic learning environment that offered me personalized support, resources, academic development, and personal growth opportunities.
- My teacher was very nice and answered all the questions I had.
- The freedom to learn in a way that supported my strengths and learning style
- The best thing that CWCS provided for me is the unwavering support and belief in my potential. They helped tremendously and provided the guidance I needed to stay focused and motivated.
- the capability to learn and experience things in the real world. I was able to travel and work. I learned from real life experiences every day and am very grateful for the opportunity.

Please write in any additional comments you have about your experience at CWCS.

- I was able to focus on way more and they made they so much easier to understand an intend of just going ahead
- An excellent education for my personal needs
- At CWCS I have had a great experience with how patient and caring all my teachers and my ES have been. Even though we were at home I could feel the genuine help they all provided for me and I'm very grateful to all of them.
- Being able to do school from home was the best thing for our family. Because learning is hard for Tori, she was able to go at her own pace and get help where it was needed. She was also able to take classes for things she was interested in.
- Being able to try out many different extra-curricular activities.
- Connecting Waters really made my high school experience amazing.
- CWCS has helped me to have great development on learning.
- CWCS was an amazing experience for me. I loved all of my teachers and my ES' who have helped and guide me during these 4 years of high school. I am and will always be very grateful for that
- CWCS was the best school for my daughter
- Debbie Nishihama is a steadfast and consistent teacher who takes joy in her work.
- Easy to learn with a lot of support I would have never graduated from Enoch's If it wasn't for Connecting Waters!!!!!!Thank you
- Good staff, good teachers, good people. Praise God for them.
- Grateful for the education and encouragement that helped me grow academically and personally.
- Great experience
- Great inspirational teachers
- I admire how everyone that I have talked to at CWCS was patient with me
- I am extremely grateful to my ES and all of CWEB/CWCS staff for their prompt support always, on every issue I have reached out for (Savannah Bengard our ES and also Mary Halter and Liz the secretary at CWCS to name few).
- I appreciate all the years my ES Julie Koester oversaw my education. She had lots of patience with me and always looked out for my best interest. She was key in helping me overcome some learning struggles by always being supportive of the curriculum choices my mom and I thought were best for me.
- I enjoyed the field trips
- I had a good time but I wish I could play sports
- I had an excellent experience with my ES, who was very welcoming and helpful during my time here.
- I liked that they are very helpful and helped me become stronger in my studies.
- I love everyone that works at CWCS are the best people
- I love this school!
- I really enjoyed it :) My ES was great, and so were most of my teachers for cw classes. I had a lot of flexibility and learned a lot more than many peers of mine who were not in cw. I think

having more programs such as math team, science fairs (leading into county as well), etc would have helped with applications or resumes. More AP courses offered by CW itself would be amazing (instead of using UC Scout, which is very outdated and difficult), as well as SAT's in CWEB so I wouldn't have to drive for an hour or two :). Overall, though, I really liked being in CW. thank you!!!

- I really liked my experience at cweb, I had the most helpful ES, I liked my class schedule and the ability to choose my class timings, and I liked the labs.
- I really liked the school. I felt comfortable and felt like I belonged there.
- I started CWCS junior year of high school. Before I started, I was nowhere near on track to graduate. Not only was I provided a teacher that cared for me as a student I was provided someone I look up to. After I met Amber, she helped me get not only the academic help I needed but also, the mental help I needed, by providing me with the school therapy vendor. Amber not only pushed me to be a better student for school but also for myself. It is because of her that I am graduating. Not only that, she has made such a great impact on my life that I am continuing on to college to become a teacher. It is with hopes that she gave me, that I will forever carry. I hope to be somebody else's Amber one day and have an impact like hers.
- I would love to have had more teachers utilize outside resources to enrich our learning experience as I feel most relied on a set curriculum too much to the point that taking the class was pre
- I'm the goat
- I'm very thankful for the ES Connecting Waters offered my family and I (Daneen Campa), she was an amazing ES who always made sure we were doing things right, and always tried to manage with things we wanted and made sure it worked for us, she gave my parents and I a very satisfying home-schooling experience.
- It is a privilege to be able to complete my high school education without the distractions and stressors of conventional high school which allowed me to pursue hobbies and interests that otherwise, would not have been possible.
- It was a good experience, yes, it is different from public school but I enjoyed it and I will say that they care about the students.
- it was great I like it better than in person school
- It's been best yrs. of my school life
- I've had an exceptional experience with CWCS, and would highly recommend it to anyone. My ES, Amy Parsons, was spectacular and an amazing person.
- Margarita Farias was/is an incredible ES, her patience with me while I was still getting used to the change from in-person school to connecting waters really helped me out a lot. She was very understanding and empathetic of the things I had going on and thanks to her guidance as an ES I believe is part of what helped me graduate early.
- Mrs. Cheryl was so supportive and helpful. She understood and made me feel comfortable.
- My experience at CWCS was truly life-changing. The personalized support and flexibility allowed me to work at my own pace and achieve my goals. The staff genuinely cared about my success, and their encouragement helped me stay on track when things got tough. I'm incredibly grateful for the opportunity to graduate early and for the positive impact CWCS had on my life.
- My time at Connecting Waters Charter School has been incredibly positive. I'm so grateful for the supportive environment and the helpful staff who have made my experience here truly wonderful. I've genuinely enjoyed my time at CWCS and feel well-prepared for the future.
- No additional comments, just a thank you to everyone that helped to continue my education in the best way possible, and to my ES, who was amazing and one of the best people to have in my life every step of the way.
- Overall, my experience at CWCS was a positive one but I found that some classes could have been organized better.
- Overall, CWCS is a good school with very nice, thorough courses available. There needs to be more involvement from staff in regards to students' grades, mental health, and overall performance, though I admit it may be a case-by-case situation. I recommend training new ES's better, as they influence a student's school experience, which can impact their life forever. I appreciated my time at CWCS heavily, though I would have desired a smoother transition into the school's system looking back.
- Really good school and great teachers.

- The best decision Ever!
- The experience at CWCS is really great, the teacher/ES helped you managed your responsibility and cared which helped greatly to get through many hardships. The school offered many opportunities to understand what you should and understand yourself, after school, how to guide yourself to prosper after high school.
- The experience has been amazing, as throughout my journey from elementary to HS it was according to my need and my capacity
- This school has really helped me proceed through high school with great success.
- We truly love CWCS for being so caring in my child's education.

Coversheet

2025 Spring Canvas Survey Results

Section: VI. Items scheduled for Information & Discussion
Item: D. 2025 Spring Canvas Survey Results
Purpose: FYI
Submitted by: Executive Director
Related Material: 2025 Spring Canvas Class Survey Results.pdf

BACKGROUND:

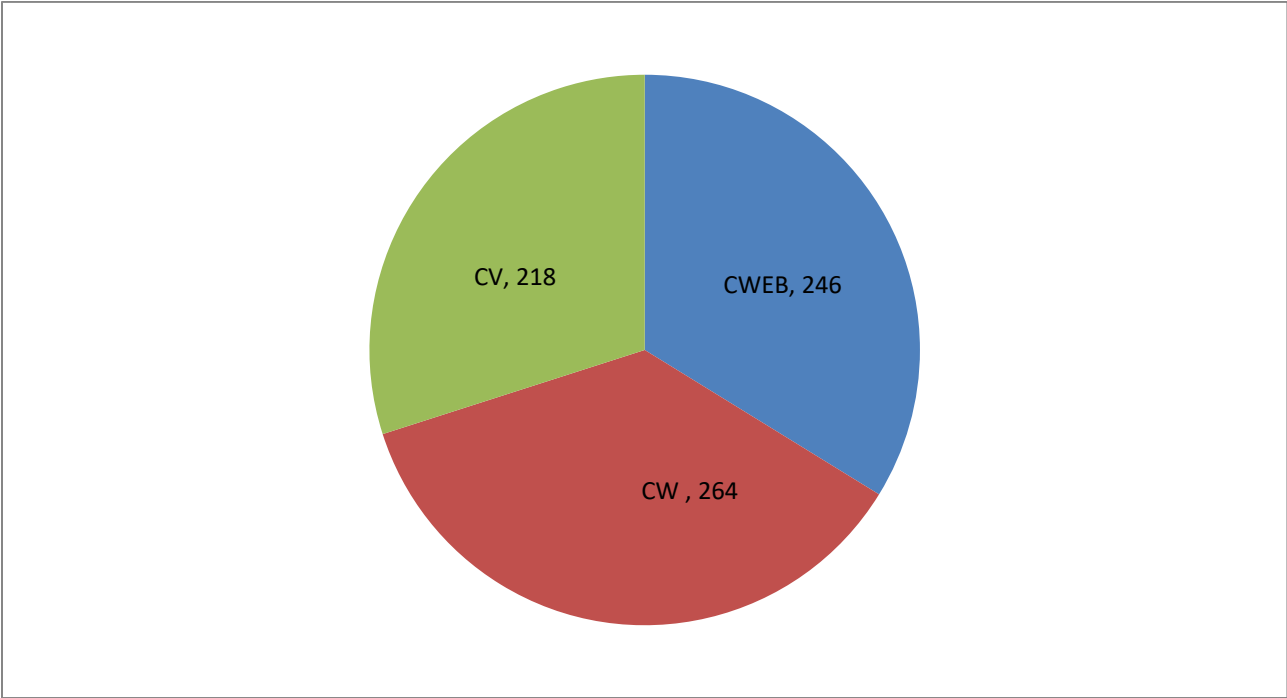
Spring 2025 Canvas Survey results



2024/2025 Spring Canvas Survey Results

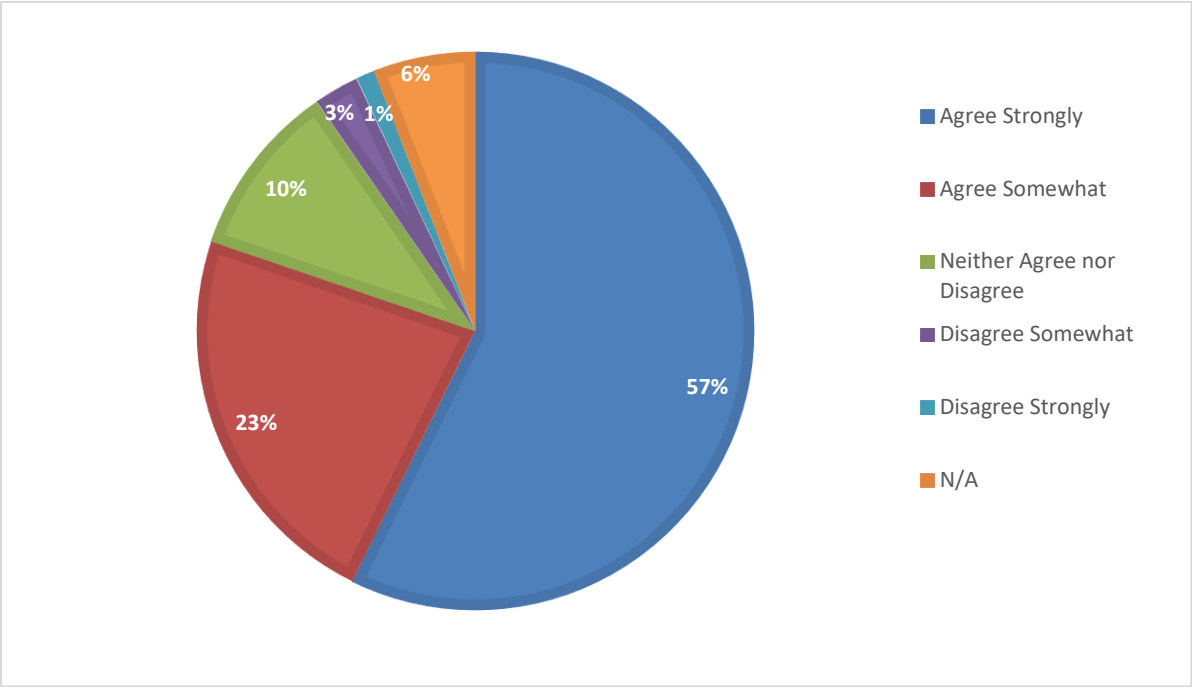
Who is completing this survey: Parents 61 / Students 667= 728 total

School

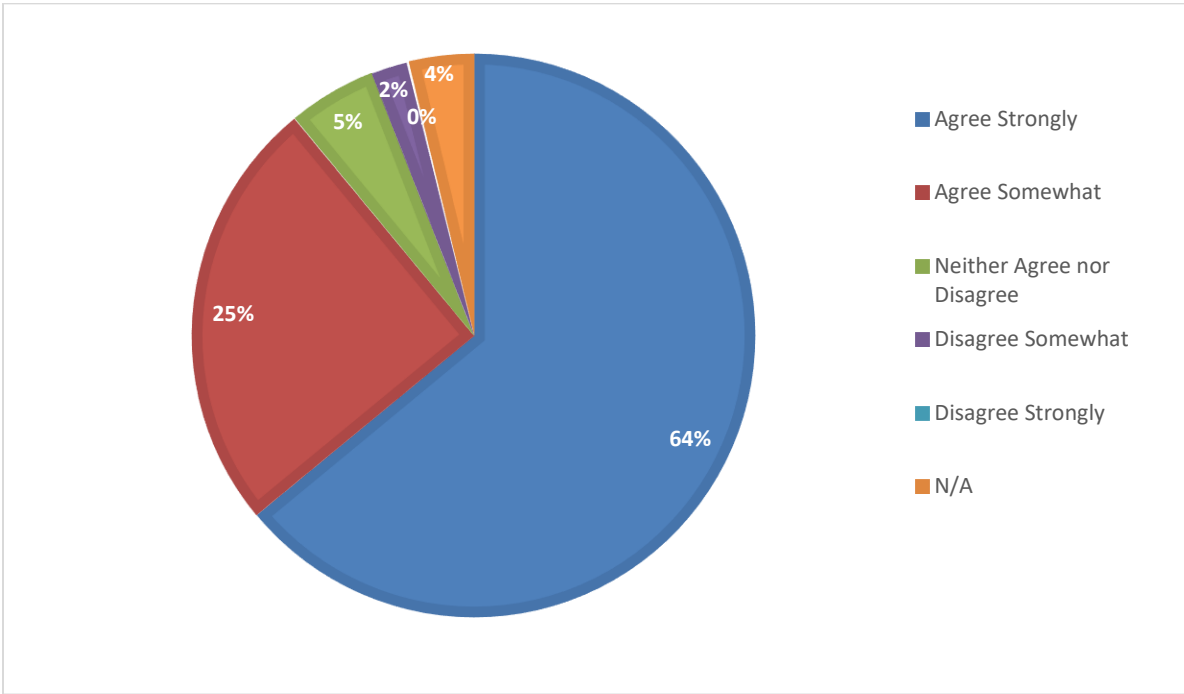


Survey Questions

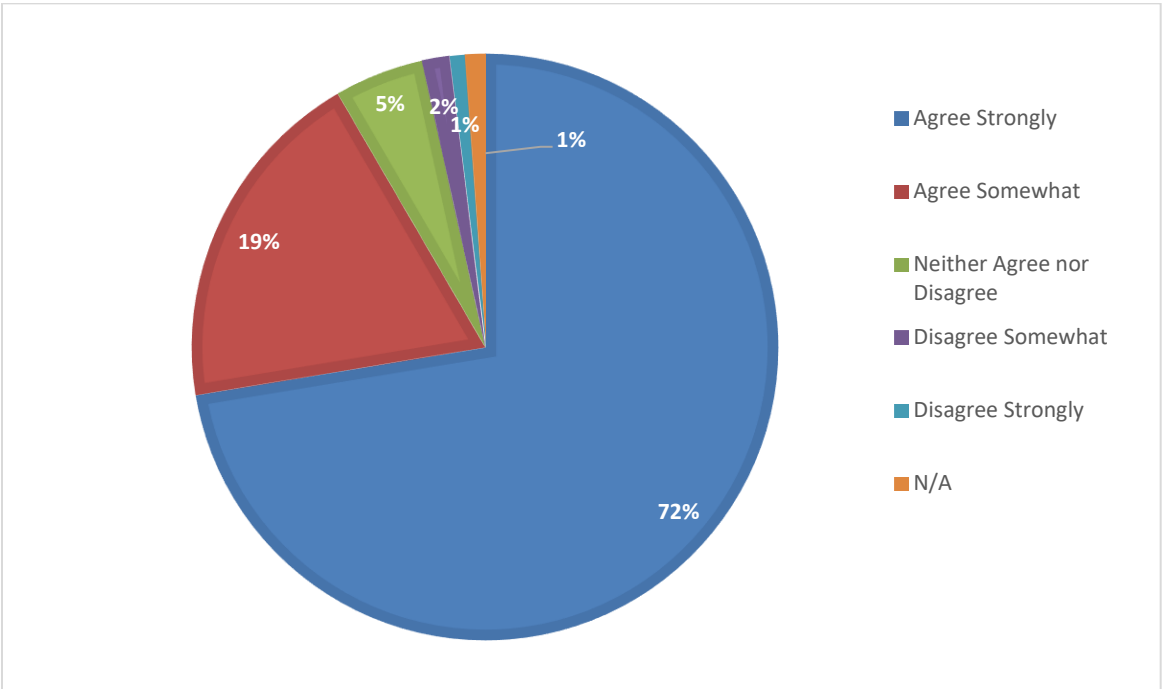
1. The class syllabus was useful and helped me keep track of class assignments.



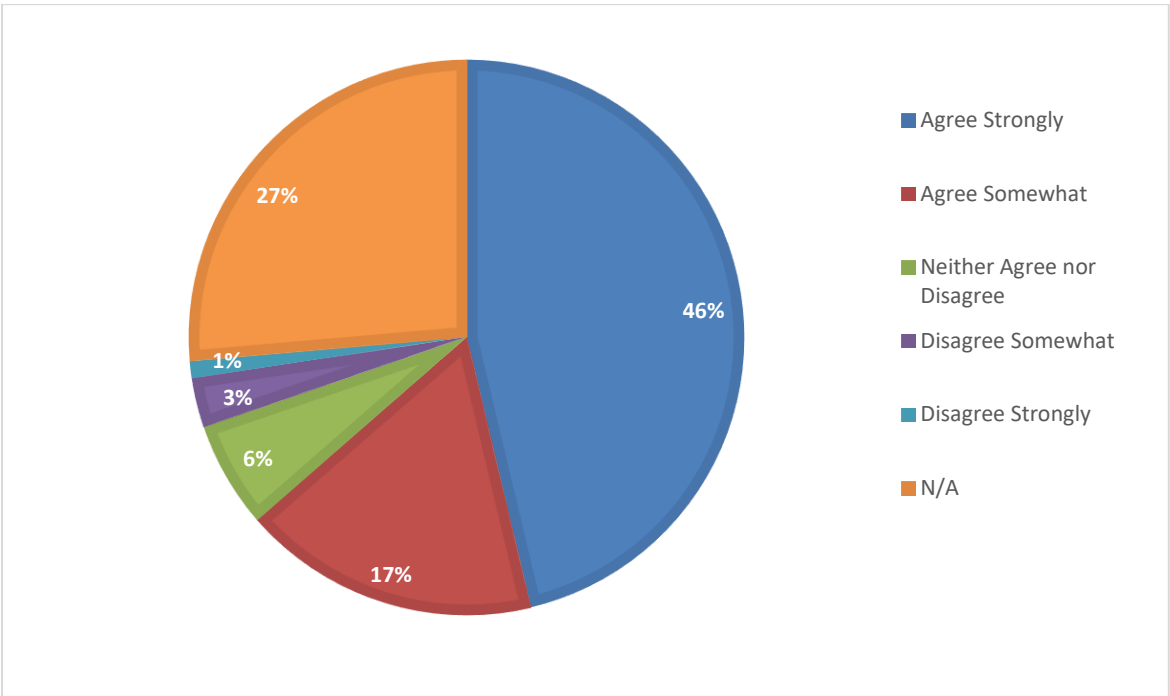
2. Quizzes covered class material and my quiz scores demonstrated my understanding of each chapter.



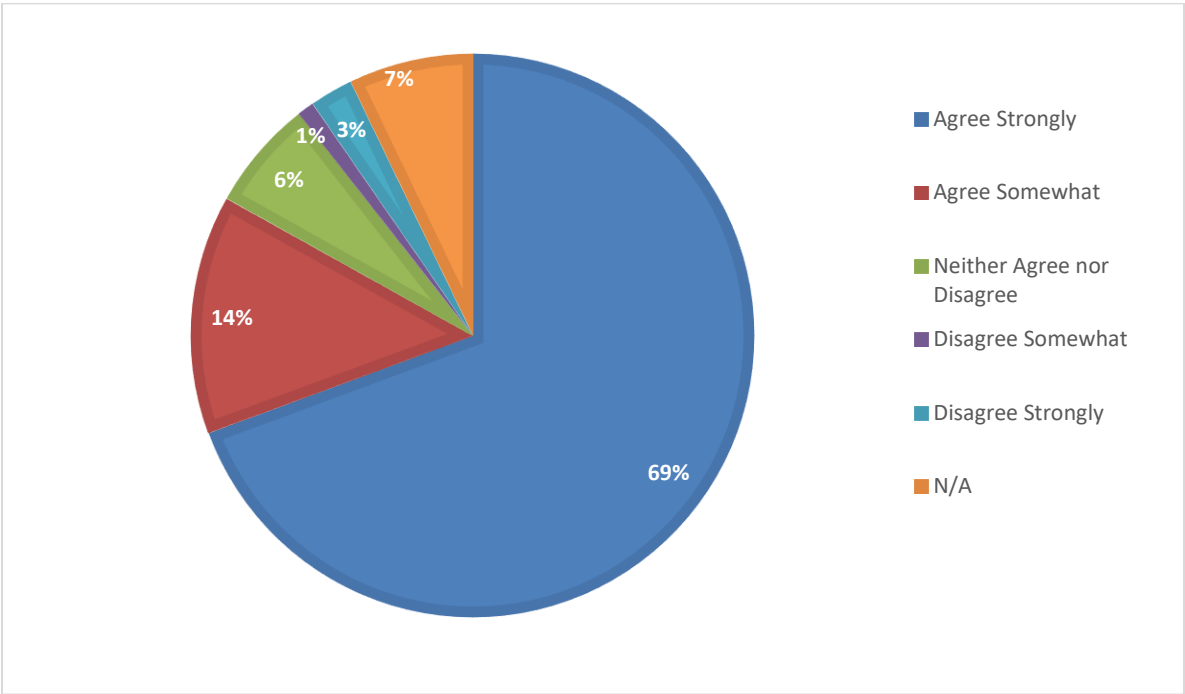
3. Class requirements were clearly explained.



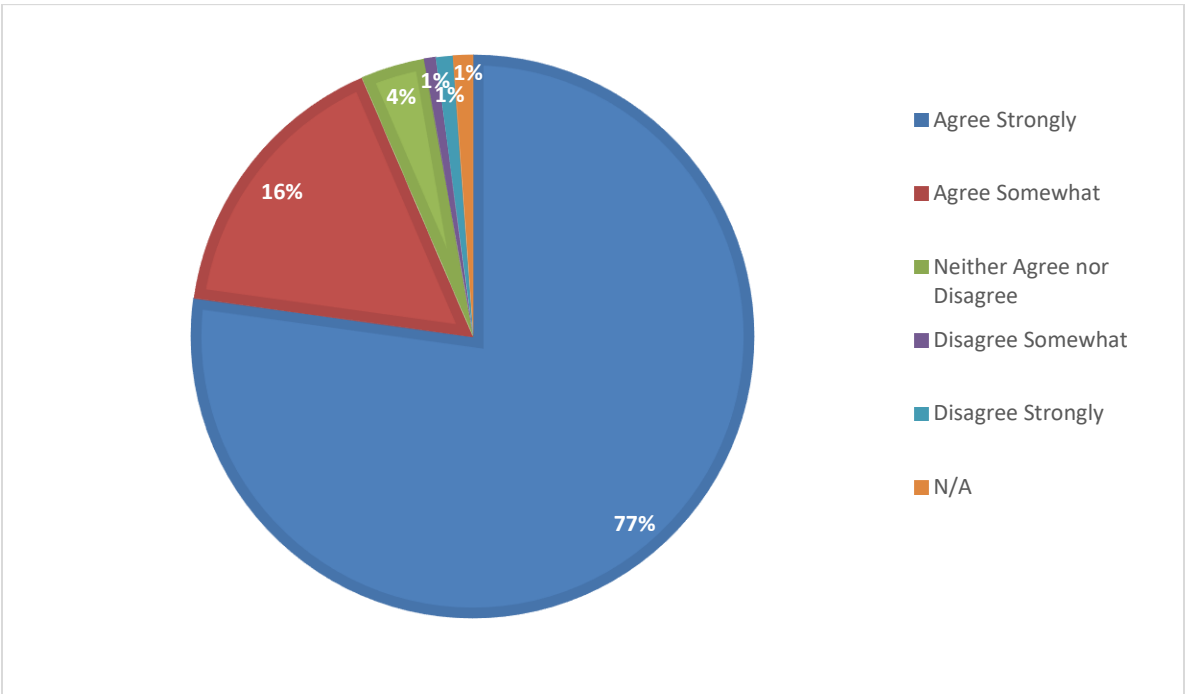
4. Class requirements were fair and reasonable for a high school course.



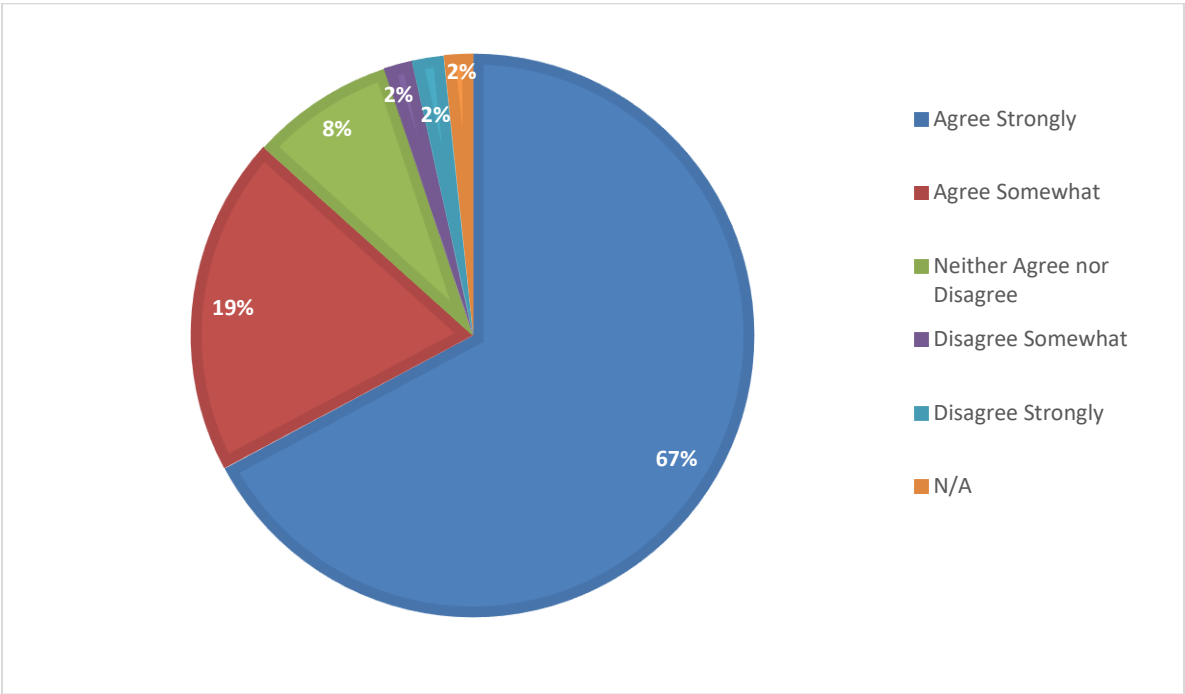
5. I used the online grade-book to view my grade and track my progress.



6. Canvas is easy to understand.

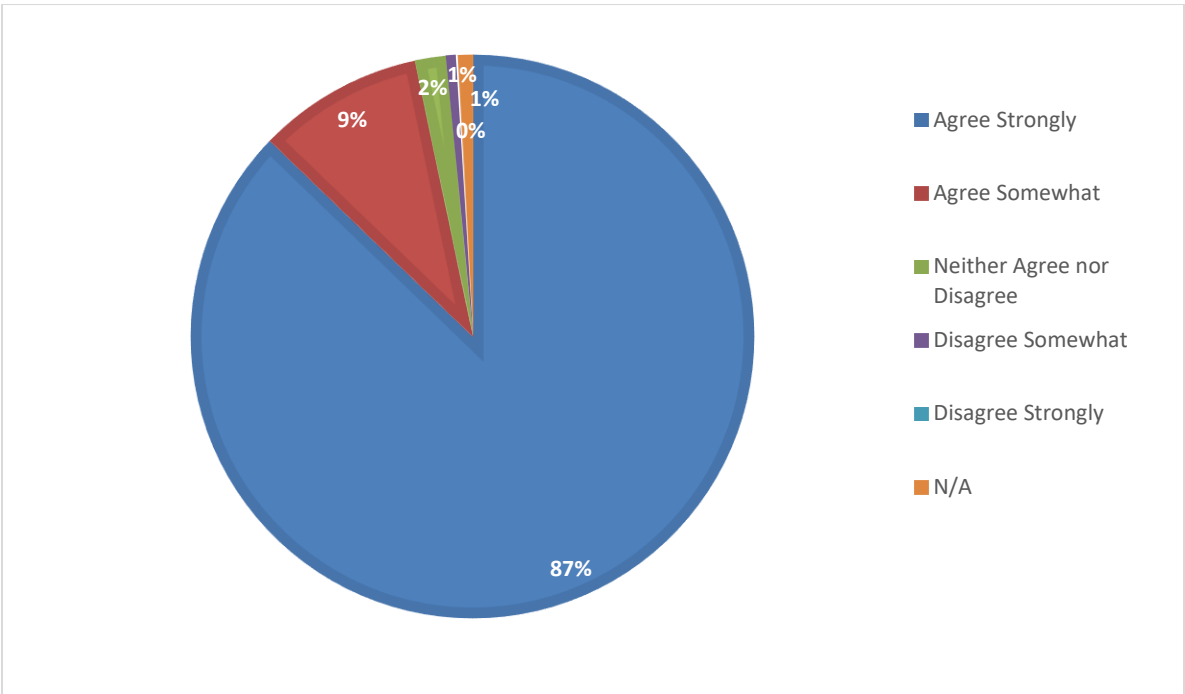


7. The online format is easy to use and a great way to learn.

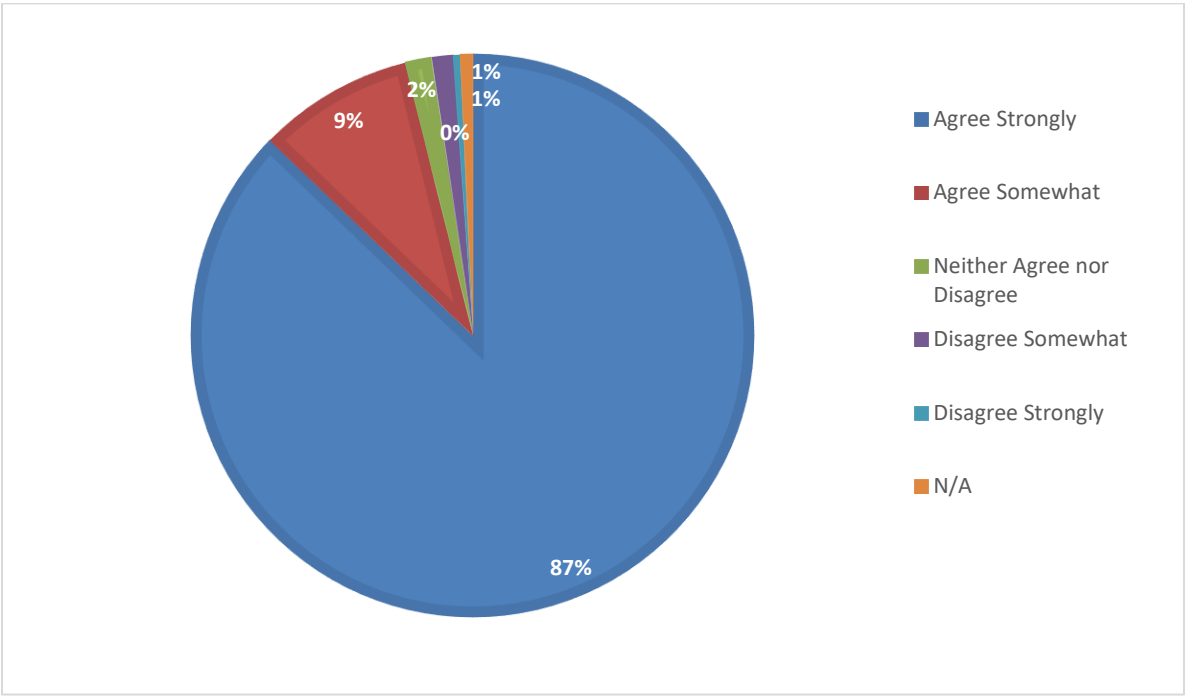


Instructor

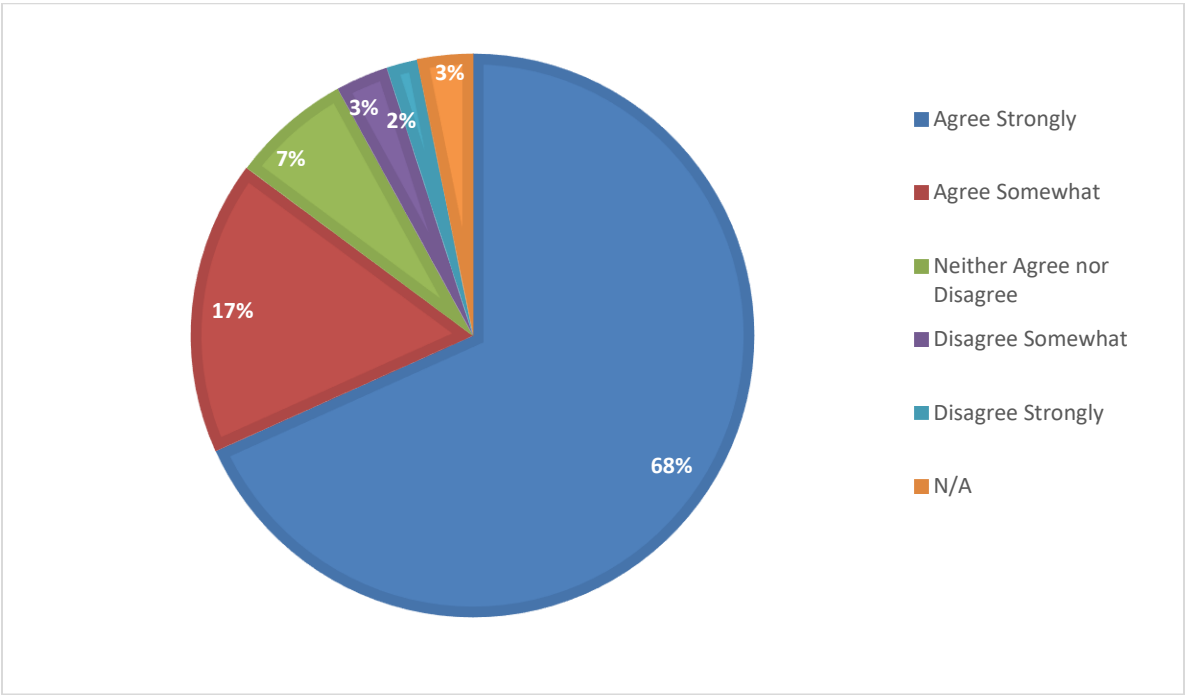
8. My teacher was on time.



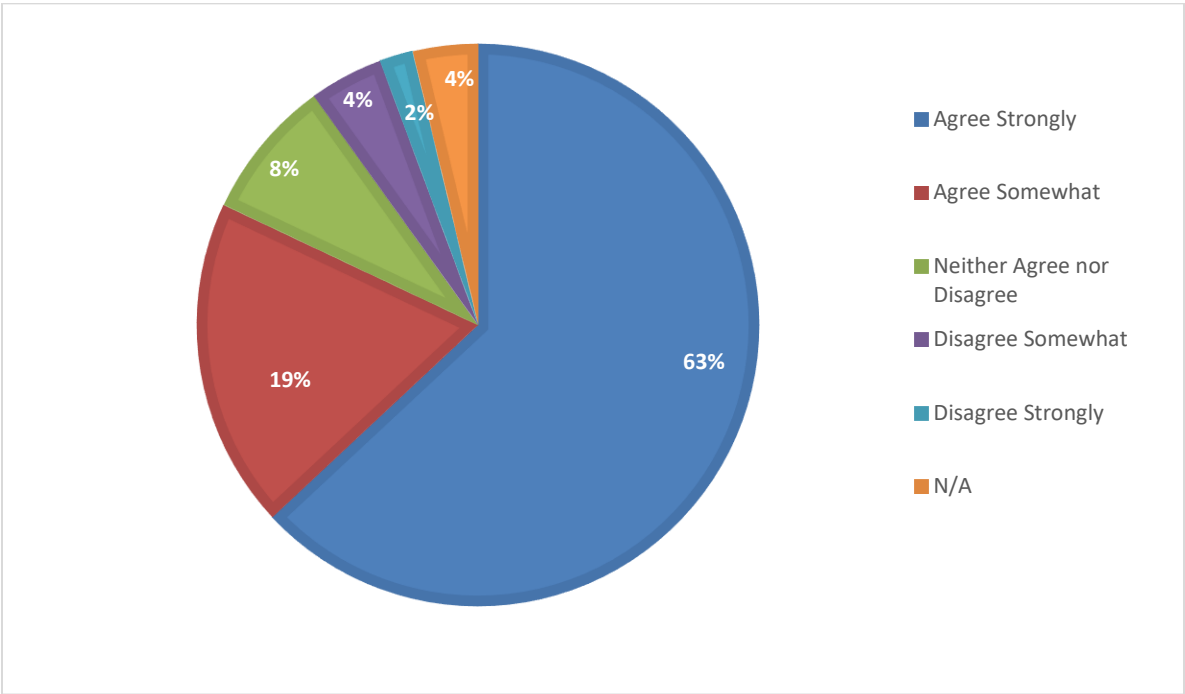
9. My teacher was organized and prepared for class.



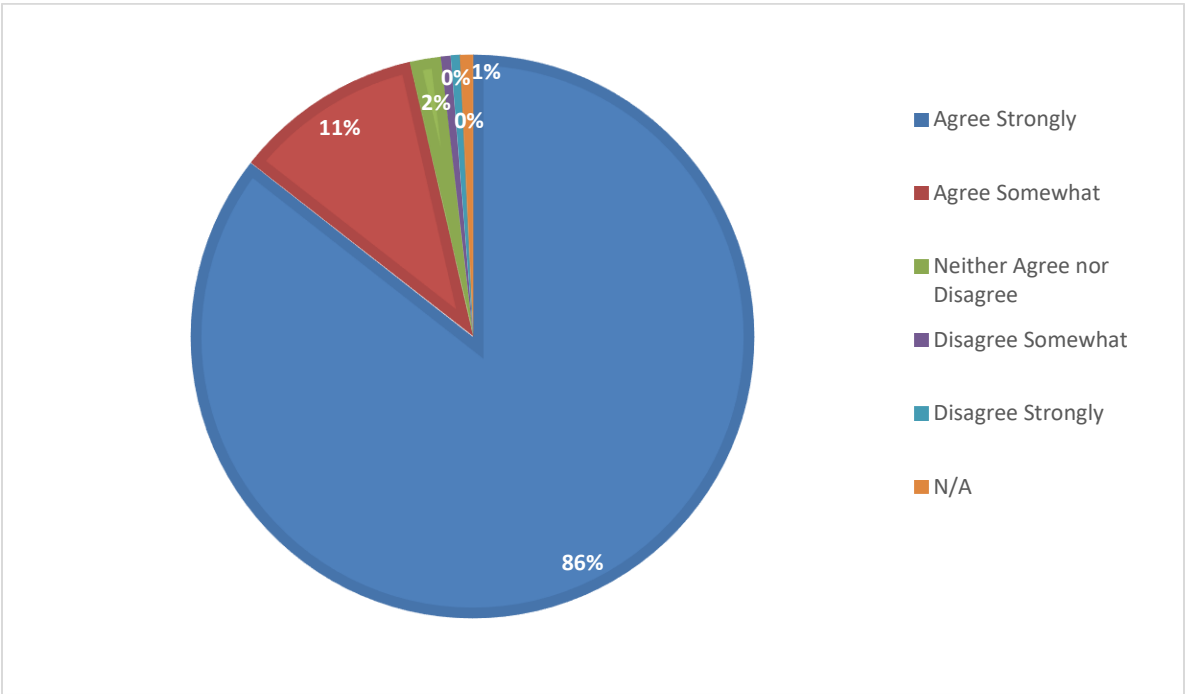
10. My teacher was accessible for questions outside of class.



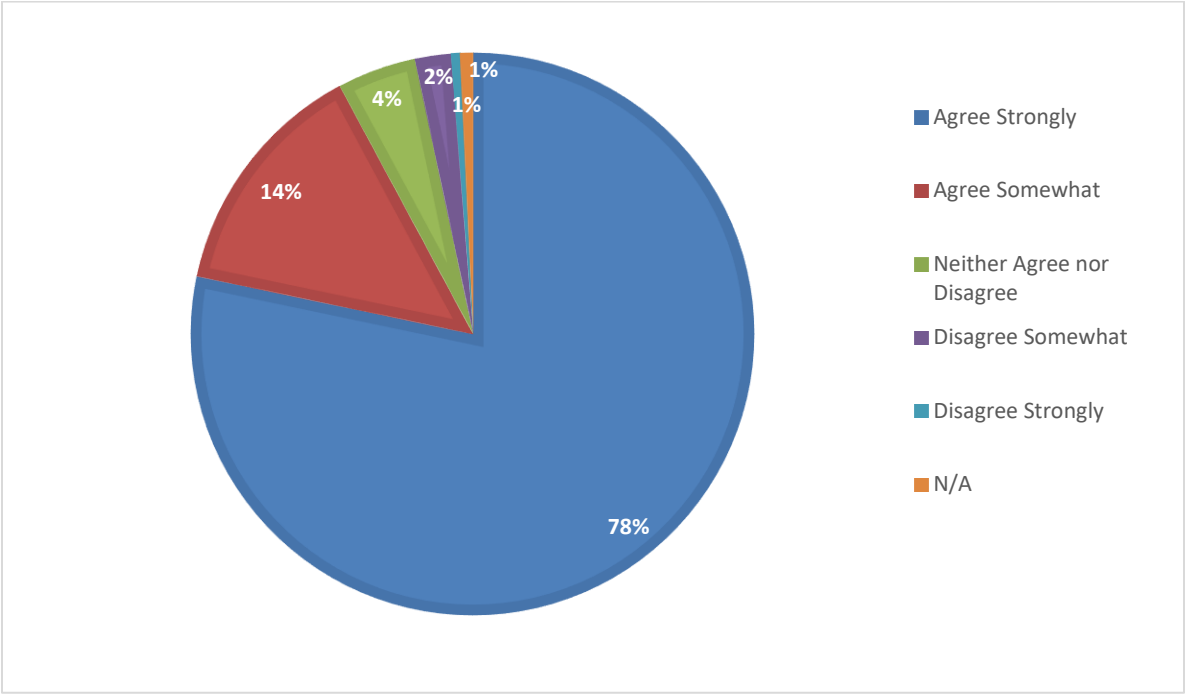
11. My teacher responded within a 24-hour school day.



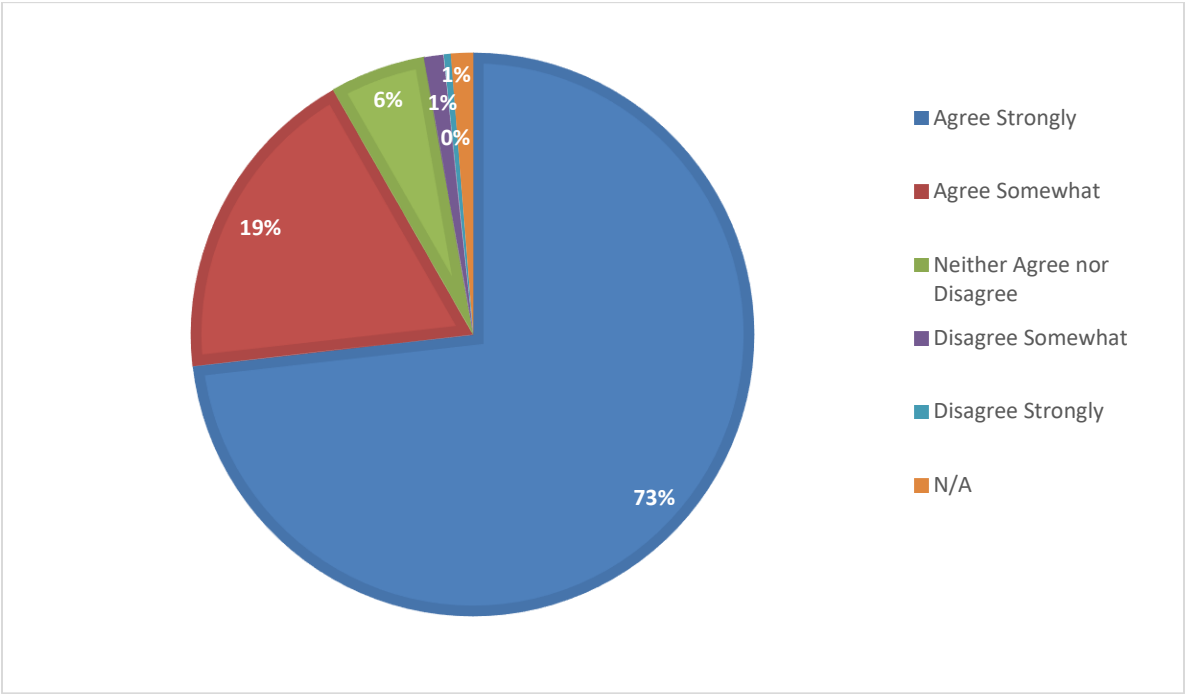
12. My teacher was knowledgeable about the course subject.



13. My teacher showed enthusiasm and encouraged class participation.



14. My teacher kept students on task and focused during class.



15. My teacher helped make the subject interesting and/or enjoyable.

