



CABRILLO POINT ACADEMY

3152 Red Hill Ave., #150, Costa Mesa, California 92626
Phone (619) 404-3190 * Fax (619) 749-1792

Regular Scheduled Board Meeting

Cabrillo Point Academy

May 19, 2020 – 1:00 pm

13915 Danielson St #103

Poway, CA 92064

Through Teleconference

Join Zoom Meeting

<https://zoom.us/j/91761860868>

Meeting ID: 917 6186 0868

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AGENDA

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Closed Session: Conference with Legal Counsel - Potential Litigation § 54956.9
5. Senior Director's Report
 - a. PPP Updates
 - b. Temporary School Closure due to Covide-19 Updates
 - c. 2020-2021 Enrollment Updates
6. Discussion and Potential Action on the April and May Board Meeting Minutes
7. Discussion and Potential Action on the April Financials
8. Consideration of Preliminary 2020-2021 Budget
9. Discussion and Potential Action on the COVID-19 Plans (Executive Order: N-56-20 Operations Written Report)
10. Discussion and Potential Action on the Invoices over \$100,000
11. Discussion and Potential Action on the Inspire Charter Services Service Agreement

12. Discussion and Potential Action on the Confirmation of Retention of Counsel –
Engagement Letter
13. Discussion and Potential Action on the MOU with other Schools
14. Discussion and Potential Action on the Suicide Prevention Policy
15. Discussion and Potential Action on the Suspension and Expulsion Policy
16. Discussion and Potential Action on the Residency Policy
17. Discussion and Potential Action on the Educational Vendor Policies and Procedures
18. Discussion and Potential Action on the Vendor Agreements
19. Announcement of Next Regular Scheduled Board Meeting
20. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

Note: Cabrillo Point Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 951-290-3013 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).



CABRILLO POINT ACADEMY

3152 Red Hill Ave., #150, Costa Mesa, California 92626
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Regular Scheduled Board Meeting - Cabrillo Point Academy

April 21, 2020 – 1:00 pm

3152 Red Hill Ave., #150, Costa Mesa, CA 92626

Attendance: Caroline Moon, Lisa Rumsey, Sherri McFadden, Gloria, Natasha Brunstetter -
Teleconference

Absent: None

Also Present: Jenna Lorge, Bryanna Brossman - Teleconference

Call to Order:

Caroline Moon called the meeting to order at 1:07 pm.

Approval of the Agenda:

Lisa Rumsey motioned to approve the agenda. Natasha Brunstetter seconded.

-Unanimous

Public Comments:

None

Principal's Report:

The Principal reported on:

- School Closure
- High School Grading
- Enrollment Update

Discussion and Potential Action on the January Special Board Meeting Minutes and March Board Meeting Minutes:

Caroline Moon motioned to approve the January Special Board Meeting Minutes and March Board Meeting Minutes. Gloria Antonini seconded.

-Unanimous

Discussion and Potential Action on the March Financials:

Sherri McFadden motioned to approve the March Financials. Natasha Brunstetter seconded.

-Unanimous

Discussion and Potential Action on the Auditor Engagement Letter:

Lisa Rumsey motioned to approve the Auditor Engagement Letter. Sherri McFadden seconded.

-Unanimous

Discussion and Potential Action on the 2020 – 2021 Benefits Renewals:

Natasha Brunstetter motioned to approve the 2020-2021 Benefits Renewals. Caroline Moon seconded.

-Unanimous

Discussion and Potential Action on the LCAP Goals:

No action was taken by the board.

Discussion and Potential Action on the Principal Title Change and Job Description:

Caroline Moon motioned to approve the Principal Title Change and Job Description. Gloria Antonini seconded.

-Unanimous

Discussion and Potential Action on the Senior Director Evaluation Timeline and Document:

Natasha Brunstetter motioned to approve the Senior Director Evaluation Timeline and Document. Lisa Rumsey seconded.

-Unanimous

Discussion and Potential Action on the Board Resolution Regarding Senior Director Authority 2020 – 4:

Sherri McFadden motioned to approve the Board Resolution Regarding Senior Director Authority 2020 – 4. Lisa Rumsey seconded.

-Unanimous

Discussion and Potential Action on the First Amended Bylaws:

Caroline Moon motioned to approve the First Amended Bylaws. Natasha Brunstetter seconded.

-Unanimous

Discussion and Potential Action on the Employment Contracts and Calendars:

Caroline Moon motioned to table the Employment Contracts and Calendars. Sherri McFadden seconded.

-Unanimous

Discussion and Potential Action on the Salary Schedules:

Gloria Antonini motioned to approve the Salary Schedules. Natasha Brunstetter seconded.

-Unanimous

Discussion and Potential Action on the Field Trip Policy:

Lisa Rumsey motioned to approve the Field Trip Policy. Natasha Brunstetter seconded.

-Unanimous

Discussion and Potential Action on the Educational Vendor Policies and Procedures:

Lisa Rumsey motioned to approve the Educational Vendor Policies and Procedures. Natasha Brunstetter seconded.

-Unanimous

Discussion and Potential Action on the Withdrawal Policy:

Sherri McFadden motioned to approve the Withdrawal Policy. Caroline Moon seconded.

-Unanimous

Discussion and Potential Action on the Independent Study Policy:

Caroline Moon motioned to approve the Independent Study Policy. Natasha Brunstetter seconded.

-Unanimous

Discussion and Potential Action on the Non-Compliance Policy:

Sherri McFadden motioned to approve the Non-Compliance Policy. Natasha Brunstetter seconded.

-Unanimous

Discussion and Potential Action on the Teacher Certification Policy:

Caroline Moon motioned to approve the Teacher Certification Policy. Gloria Antonini seconded.

-Unanimous

Discussion and Potential Action on the Residency Policy:

The board requested follow-up on the two meetings per year and the Residency Policy. It has been at least 2 meetings.

Caroline Moon motioned to table the Residency Policy. Sherri McFadden seconded.

-Unanimous

Discussion and Potential Action on the Graduation Requirements:

Caroline Moon motioned to approve the Graduation Requirements. Natasha Brunstetter seconded.

-Unanimous

Discussion and Potential Action on the General Studies Graduation Requirements:

Lisa Rumsey motioned to approve the General Studies Graduation Requirements. Gloria Antonini seconded.

-Unanimous

Discussion and Potential Action on the Board Resolution High School Graduation Requirements: 2020 – 5:

Caroline Moon motioned to approve the Board Resolution High School Graduation Requirements: 2020 – 5. Sherri McFadden seconded.

-Unanimous

Discussion and Potential Action on the Board Resolution - SELPA Representative 2020 – 6:

Caroline Moon motioned to approve the Board Resolution - SELPA Representative 2020 – 6. Lisa Rumsey seconded.

-Unanimous

Discussion and Potential Action the Board Resolution Approving the Authority of the Senior Director to Add to the Number of Enrollment Spots Available During Open Enrollment 2020 – 7:

Sherri McFadden motioned to approve the Board Resolution Approving the Authority of the Senior Director to Add to the Number of Enrollment Spots Available During Open Enrollment 2020 – 7. Caroline Moon seconded.

-Unanimous

Announcement of Next Regular Scheduled Board Meeting:

The Next Regular Scheduled Board Meeting is May 19, 2020 at 1:00 pm.

Adjournment:

The board adjourned the meeting at 3:24 pm.

Prepared by:
Bryanna Brossman

Noted by:

Board Secretary



CABRILLO POINT ACADEMY

13915 Danielson Street #103, Poway, California 92064
Phone (619) 404-3190 * Fax (619) 749-1792

Special Board Meeting - Cabrillo Point Academy
April 30, 2020 – 4:00 pm
13915 Danielson Street #103, Poway, CA 92064

Attendance: Caroline Moon, Lisa Rumsey, Sherri McFadden, Gloria Antonini, Natasha Brunstetter -
Teleconference

Absent: None

Also Present: Jenna Lorge, Bryanna Brossman - Teleconference

Call to Order:

Sherri McFadden called the meeting to order at 4:11 pm.

Approval of the Agenda:

Natasha Brunstetter motioned to approve the Agenda. Lisa Rumsey seconded.

-Unanimous.

Public Comments:

None.

Board Member Caroline Moon joined the meeting at 4:13 pm.

Discussion and Potential Action on the Employment Contracts and Calendars:

Sherri McFadden motioned to approve the Employment Contracts and Calendars. Lisa Rumsey seconded.

-Unanimous.

Adjournment:

Caroline Moon motioned to adjourn the meeting at 4:24 pm. Gloria Antonini seconded.

-Unanimous.

Prepared by:

Bryanna Brossman

Noted by:

Board Secretary



Cabrillo Point Academy

Monthly Financial Presentation – April 2020

CABRILLO POINT – Highlights

- Annual Projected Revenue: Increased by \$2k
- Annual Project Expenses: Reduced by \$80k
- Annual Projected Surplus: \$1.52 MM

- SB740 Requirements:

In Compliance

Cert.	Inst.
44.5%	89.7%
2,017,522	4,308,423

*Must exceed
40% / 80%*

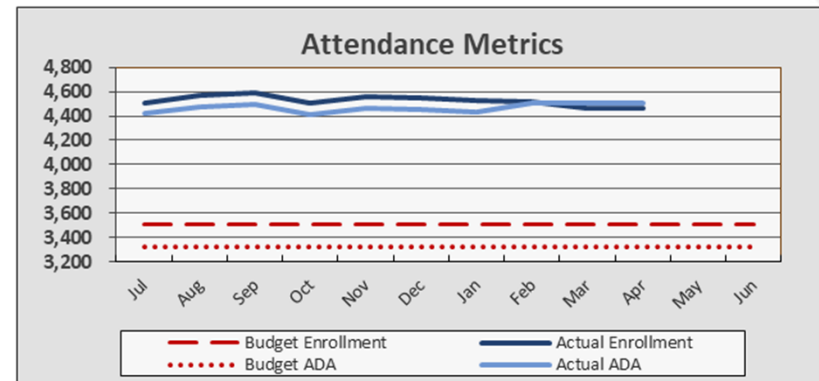
In Compliance

Pupil:Teacher Ratio
22.99 :1

*Must be equal to or less than
25:1*

CABRILLO POINT – Attendance

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	4525	4603	3503
ADA	4467	4506	3328
Attendance Rate	98.7%	97.9%	95.0%
Unduplicated %	34.9%	34.9%	34.9%
Revenue per ADA		\$9,913	\$9,880
Expenses per ADA		\$9,574	\$9,619



- Forecasted Annual Daily Attendance (ADA) – P2
- Unduplicated Pupil % - Unchanged

CABRILLO POINT – Revenue

- Annual (+) variance due to higher forecasted ADA vs budget

Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 32,378,431	\$ 26,397,248	\$ 5,981,183
-	256,531	(256,531)
2,552,505	2,056,070	496,435
54,961	-	54,961
\$ 34,985,897	\$ 28,709,849	\$ 6,276,048

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 40,608,011	\$ 29,876,831	\$ 10,731,180
513,062	513,062	-
3,488,914	2,491,328	997,586
54,961	-	54,961
\$ 44,664,947	\$ 32,881,220	\$ 11,783,727

CABRILLO POINT – Expenses

- Overall expenses are unfavorable year-to-date
- Salary forecast based on payroll through 4/30
- Staffing adjusted and 1 MOU adjustments reflected in actuals
 - SPED MOU adjustment pending approval / unfavorable 910k

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 12,173,233	\$ 8,882,667	\$ (3,290,566)	\$ 14,806,621	\$ 10,659,200	\$ (4,147,421)
Classified Salaries	170,702	37,500	(133,202)	208,984	45,000	(163,984)
Benefits	3,569,097	2,809,937	(759,160)	4,377,860	3,365,652	(1,012,207)
Books and Supplies	2,520,730	4,891,975	2,371,245	5,188,136	5,571,988	383,852
Subagreement Services	11,506,929	7,121,240	(4,385,688)	14,547,387	8,188,299	(6,359,087)
Operations	273,068	338,355	65,287	307,574	406,026	98,451
Facilities	9,313	539,197	529,884	9,313	647,036	637,724
Professional Services	2,206,726	2,729,057	522,331	2,854,666	3,124,767	270,101
Depreciation	2,381	3,708	1,328	2,857	4,450	1,594
Interest	716,613	-	(716,613)	836,959	-	(836,959)
Total Expenses	\$ 33,148,790	\$ 27,353,636	\$ (5,795,155)	\$ 43,140,356	\$ 32,012,419	\$ (11,127,937)

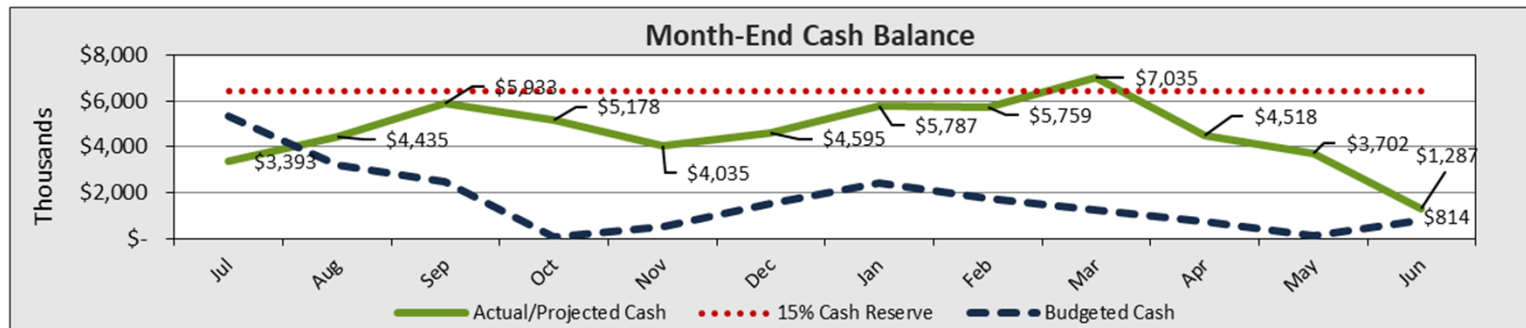
CABRILLO POINT – Fund Balance

- Ending fund balance within State requirements.
- Annual surplus is 4% of total revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 1,837,107	\$ 1,356,213	\$ 480,893	\$ 1,524,591	\$ 868,801	\$ 655,790
Beginning Fund Balance	<u>613,515</u>	<u>613,515</u>		<u>613,515</u>	<u>613,515</u>	
Ending Fund Balance	<u>\$ 2,450,622</u>	<u>\$ 1,969,728</u>		<u>\$ 2,138,106</u>	<u>\$ 1,482,316</u>	
<i>As a % of Annual Expenses</i>	5.7%	6.2%		5.0%	4.6%	

CABRILLO POINT – Cash Balance

- Cash balance remains positive at year end
- Payback to and from schools included in projections (Only reductions in the balance this FY)



CABRILLO POINT – Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required
FINANCE	May 15th extended to July 15th	Extended Due Date - Form 990 - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing. During 2020 - due date has been automatically extended to July 15, 2020.	CPA/Audit firm	Yes	No
FINANCE	April 1st extended to June 1st	File a Form 700 - Statement of Economic Interests (SEI): The requirement is part of the Political Reform Act enacted in 1974, which was passed by California voters to promote integrity in state and local government by helping agency decision makers avoid conflicts between their personal interests and official duties. Depending on your local authorizer's conflict of interest policies, certain charter school officers and employees may be required to file Statements of Economic Interest with a filing officer by the April 1 deadline. Due to the current COVID-19 pandemic, the Fair Political Practices Commission is allowing a 60-day extension until June 1, 2020 for those required to file a 2019 annual Statement of Economic Interests (Form 700). http://www.fppc.ca.gov/media/press-releases/2020-news-releases/press-release-extend-form700.html	CPA with Charter Impact support	Yes	Yes
FINANCE	Jun-15	Submit Charter Schools Annual Information Survey - The Charter Schools Annual Information Survey has 5 sections: location and school contact information, authorizing agency, site, curriculum and governance information, facilities, retirement and services information, and funding. The funding selection impacts how your school receives revenue payments. All charter schools must be either directly or locally funded. For example: LCFF apportionment funds for a locally funded charter school flow through its local chartering authority whereas funds for a direct funded charter school may flow directly to the county treasurer and then to the charter school. However, the funding type decision may impact the amount of other state and federal funds that a charter school receives, outside the LCFF. This decision may be reconsidered on an annual basis.	Charter Impact	No	Yes
FINANCE	Jun-25	Certification of the 2019-20 Second Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	Charter Impact	No	No
FINANCE	Jun-30	Local Control and Accountability Plan and COVID-19 Operations Written Report 2020–21 LCAP Changes in Response to COVID-19 - Executive Order N-56-20 extended the deadline for adoption of the 2020–21 LCAP from July 1, 2020, to December 15, 2020. Executive Order N-56-20 requires that all LEAs complete a written report to explain the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency, the major impacts of such closures on students and families, and a description of how the LEA is meeting the needs of its unduplicated students. The California Department of Education (CDE) is currently developing a COVID-19 Written Report form that may be used for this purpose. The COVID-19 Operations Written Report must be adopted with the LEA's budget which is due on or before July 1, 2020.	CPA with Charter Impact support	Yes	No
FINANCE	Jun-30	Submit Preliminary Budget Plan to Authorizer - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. The budget must be presented at the same public meeting as the COVID-19 Operations Report, following the budget hearing. COVID-19 Operations Report and budget adoption must be at least 1 day after the public hearing.	Charter Impact	Yes	No
OPERATIONS	Jun-30	Approve school calendar and instructional minutes - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	CPA with Charter Impact support	Yes	No
GOVERNANCE	Jun-30	Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	CPA	Yes	No
GOVERNANCE	Jun-30	Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	CPA	No	No

CABRILLO POINT – Appendix

- Monthly Cash Flow / Forecast 19-20
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Due (To)/From All Inspire School Locations
- AP Aging

Cabrillo Point Academy

Monthly Cash Flow/Forecast FY19-20

Revised 05/17/20

ADA = 4505.91



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid	1,871,324	1,871,324	3,368,384	3,368,384	3,368,384	3,368,384	3,368,384	3,647,578	3,647,578	3,647,578	3,647,578	4,053,766	-
8012	Education Protection Account	-	-	216,026	-	-	216,026	-	-	236,519	-	-	232,611	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	(60,349)	(60,349)	(60,349)	(60,349)	(60,349)	-
8096	In Lieu of Property Taxes	-	-	-	247,251	-	58,177	58,177	-	-	-	42,461	373,862	-

Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	139,563	373,499
		-	-	-	-	-	-	-	-	-	-	-	139,563	373,499

Other State Revenue

8311	State Special Education	112,946	112,946	-	-	-	-	813,208	-	631,248	213,973	258,767	258,767	(68,920)
8550	Mandated Cost	-	-	-	-	89,452	-	-	-	-	-	-	-	-
8560	State Lottery	-	-	-	-	-	-	226,086	-	218,842	-	-	-	487,795
8598	Prior Year Revenue	90	-	-	-	-	-	81,066	-	11,238	-	-	-	-
8599	Other State Revenue	-	7,191	-	-	-	-	-	48,307	(14,088)	-	-	-	-

Other Local Revenue

8650	Lease and Rental Income	832	532	232	532	532	532	-	-	-	-	-	-	-
8660	Interest Revenue	13,049	-	-	9,889	-	13,818	5,103	-	7,414	1,726	-	-	-
8699	School Fundraising	-	769	-	-	-	-	-	-	-	-	-	-	-
		13,881	1,301	232	10,421	532	14,350	5,103	-	7,414	1,726	-	-	-

Total Revenue

Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals
1,871,324	1,871,324	3,368,384	3,368,384	3,368,384	3,368,384	3,368,384	3,647,578	3,647,578	3,647,578	3,647,578	4,053,766	-
-	-	216,026	-	-	216,026	-	-	236,519	-	-	232,611	-
-	-	-	-	-	-	-	(60,349)	(60,349)	(60,349)	(60,349)	(60,349)	-
-	-	-	247,251	-	58,177	58,177	-	-	-	42,461	373,862	-
1,871,324	1,871,324	3,584,410	3,615,635	3,368,384	3,642,587	3,426,561	3,587,229	3,823,748	3,587,229	3,629,690	4,599,890	-
-	-	-	-	-	-	-	-	-	-	-	139,563	373,499
-	-	-	-	-	-	-	-	-	-	-	139,563	373,499
112,946	112,946	-	-	-	-	813,208	-	631,248	213,973	258,767	258,767	(68,920)
-	-	-	-	89,452	-	-	-	-	-	-	-	-
-	-	-	-	-	-	226,086	-	218,842	-	-	-	487,795
90	-	-	-	-	-	81,066	-	11,238	-	-	-	-
-	7,191	-	-	-	-	-	48,307	(14,088)	-	-	-	-
113,036	120,137	-	-	89,452	-	1,120,360	48,307	847,240	213,973	258,767	258,767	418,875
832	532	232	532	532	532	-	-	-	-	-	-	-
13,049	-	-	9,889	-	13,818	5,103	-	7,414	1,726	-	-	-
-	769	-	-	-	-	-	-	-	-	-	-	-
13,881	1,301	232	10,421	532	14,350	5,103	-	7,414	1,726	-	-	-
1,998,241	1,992,762	3,584,642	3,626,056	3,458,368	3,656,937	4,552,024	3,635,536	4,678,402	3,802,928	3,888,457	4,998,220	792,374

Expenses

Certificated Salaries

1100	Teachers' Salaries	943,068	1,069,693	1,118,260	1,134,175	225,290	1,242,957	972,016	966,270	990,937	1,000,308	995,418	995,418	-
1170	Teachers' Substitute Hours	-	1,500	1,650	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	38,917	80,515	151,049	162,033	(13,086)	227,828	129,792	123,306	213,106	130,970	139,359	219,359	-
1200	Pupil Support Salaries	27,777	43,371	42,771	59,957	72,752	(63,513)	29,236	13,013	32,174	29,036	29,036	29,036	-
1300	Administrators' Salaries	105,703	110,553	112,712	110,359	3,672	124,097	92,446	91,532	112,150	112,881	112,881	112,881	-
1900	Other Certificated Salaries	6,769	14,881	14,881	6,769	(9,455)	(37,901)	-	4,056	-	-	-	-	-

Classified Salaries

2100	Instructional Salaries	15,896	22,304	24,171	26,446	26,876	(23,036)	22,339	17,424	19,141	19,141	19,141	19,141	-
2200	Support Salaries	-	3,131	3,372	3,693	3,372	(13,568)	-	-	-	-	-	-	-
2400	Clerical and Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
2900	Other Classified Salaries	-	-	-	-	-	(12,168)	-	12,168	-	-	-	-	-
		15,896	25,435	27,543	30,139	30,249	(48,772)	22,339	29,592	19,141	19,141	19,141	19,141	-

Benefits

3101	STRS	189,099	219,330	239,136	37,371	50,810	237,569	204,099	202,342	215,099	212,815	225,889	240,044	-
3301	OASDI	1,065	2,361	2,265	1,801	1,808	(2,995)	1,357	1,052	1,159	1,159	1,304	1,304	-
3311	Medicare	16,202	19,220	20,690	21,232	4,898	19,813	17,636	17,363	19,429	18,274	19,458	20,660	-
3401	Health and Welfare	(22,670)	188,896	136,141	151,662	132,309	212,675	153,478	146,007	150,026	86,728	125,417	125,417	-
3501	State Unemployment	19,611	13,547	5,942	2,951	(5,114)	2,882	49,364	14,696	3,138	2,704	5,268	5,268	-
3601	Workers' Compensation	-	23,909	11,955	11,955	11,955	26,831	12,200	11,954	11,954	3,946	18,787	19,947	-
3901	Other Benefits	-	-	4,201	(196)	-	-	-	-	-	-	-	-	-
		203,307	467,263	420,330	226,775	196,666	496,777	438,135	393,414	400,805	325,626	396,123	412,639	-

Books and Supplies

4302	School Supplies	155,080	212,284	281,675	290,833	232,750	168,347	230,235	203,913	228,554	265,555	333,104	300,969	-
4305	Software	11,742	38,094	31,253	21,645	7,617	2,914	32,547	18,031	32,163	25,305	37,583	37,583	-
4310	Office Expense	1,313	1,662	3,138	3,298	1,800	1,208	1,993	2,089	2,344	2,807	5,000	5,000	-
4311	Business Meals	-	-	-	357	2,194	-	-	-	-	-	580	580	-
4400	Noncapitalized Equipment	-	4,932	-	-	17	567	36	38	330	70	1,022,841	924,164	-
		168,135	256,971	316,067	316,133	244,378	173,037	264,811	224,072	263,390	293,736	1,399,109	1,268,296	-

Subagreement Services

5102	Special Education	12,924	176,409	51,519	113,087	218,896	159,619	317,571	136,413	326,916	268,652	220,109	220,109	-
5106	Other Educational Consultants	117,860	156,145	288,617	827,504	588,730	585,975	1,002,006	772,125	892,878	543,533	987,573	892,298	-
5107	Instructional Services	229,798	237,635	781,436	416,290	416,290	416,289	416,290	359,294	342,453	333,778	360,185	360,185	-
		360,582	570,189	1,121,572	1,356,880	1,223,916	1,161,882	1,735,866	1,267,832	1,562,247	1,145,963	1,567,866	1,472,592	-

Operations and Housekeeping

5201	Auto and Travel	555	2,096	450	1,525	235	89	-	458	566	85	1,217	1,217	-
5300	Dues & Memberships	15,366	8,687	(289)	(11,296)	-	-	-	-	-	-	-	-	-
5400	Insurance	-	53,664	26,832	27,706	26,832	11,955	30,272	28,552	28,520	20,030	16,036	16,036	-
5900	Communications	(182)	72	107	-	-	-	-	-	-	-	-	-	-
5901	Postage and Shipping	-	-	166	-	-	-	20	-	-	-	-	-	-
		15,738	64,517	27,265	17,935	27,067	12,044	30,292	29,009	29,086	20,115	17,253	17,253	-

Annual Forecast	Annual Budget	Favorable / (Unfav.)
39,228,646	28,987,729	10,240,917
901,182	665,570	235,612
(301,745)	-	(301,745)
779,928	223,532	556,396
40,608,011	29,876,831	10,731,180
513,062	513,062	-
513,062	513,062	-
2,332,935	1,722,994	609,941
89,452	89,452	0
932,723	678,881	253,842
92,394	-	92,394
41,410	-	41,410
3,488,914	2,491,328	997,586
3,192	-	3,192
51,000	-	51,000
769	-	769
54,961	-	54,961
44,664,947	32,881,220	11,783,727
11,653,811	8,208,000	(3,445,811)
3,150	-	(3,150)
1,603,147	1,231,200	(371,947)
344,646	140,000	(204,646)
1,201,867	1,080,000	(121,867)
0	-	(0)
14,806,621	10,659,200	(4,147,421)
208,984	-	(208,984)
-	-	-
-	45,000	45,000
-	-	-
208,984	45,000	(163,984)
2,273,604	1,780,086	(493,518)
13,642	2,790	(10,852)
214,874	155,211	(59,663)
1,586,086	1,120,000	(466,086)
120,256	78,400	(41,856)
165,393	149,859	(15,534)
4,005	79,306	75,302
4,377,860	3,365,652	(1,012,207)
2,903,297	3,644,033	740,736
296,479	756,883	460,404
31,653	119,726	88,074
3,711	2,085	(1,627)
1,952,995	827,842	(1,125,153)
5,188,136	5,571,988	383,852
2,222,223	1,299,493	(922,730)
7,655,243	3,107,466	(4,547,777)
4,669,921	3,781,340	(888,581)
14,547,387	8,188,299	(6,359,087)
8,493	138,293	129,800
12,467	46,810	34,343
286,433	161,145	(125,288)
(4)	7,854	7,858
186	46,641	46,455
307,574	406,026	98,451

Cabrillo Point Academy

Monthly Cash Flow/Forecast FY19-20

Revised 05/17/20

ADA = 4505.91



Facilities, Repairs and Other Leases

5601 Rent	34,231	39,491	35,989	(106,485)	1,153	-	-	-	1,280	(1,280)	-	-	-
5602 Additional Rent	125	2,431	1,278	125	-	-	(3,958)	-	-	-	-	-	-
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-
5604 Other Leases	-	-	-	-	1,017	-	1,140	625	1,800	225	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	-	-	128	-	-	-	-	-	-	-	-	-	-

Professional/Consulting Services

5801 IT	-	-	-	1,363	-	-	-	-	-	30	-	-	-
5802 Audit & Taxes	-	-	-	-	-	5,400	-	-	-	-	-	-	-
5803 Legal	1,634	3,443	-	506	-	-	929	3,983	2,274	5,472	1,266	1,266	-
5804 Professional Development	-	125,700	194	(109)	127,292	104,828	-	171,042	-	133	-	-	-
5805 General Consulting	-	750	-	4,343	(1,085)	1,250	13,000	2,500	2,000	-	13,821	13,821	-
5806 Special Activities/Field Trips	61,713	85,469	101,185	24,405	18,403	8,067	8,128	9,591	1,925	2,660	2,275	2,056	-
5807 Bank Charges	-	1,612	4,574	4,377	4,909	4,679	5,056	5,877	4,751	7,841	5,203	5,203	-
5808 Printing	-	-	346	-	162	277	170	210	85	19	1,298	1,298	-
5809 Other taxes and fees	-	540	419	24	410	20	146	114	8	29,051	567	567	-
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	893	-	-	-
5811 Management Fee	69,938	72,324	237,828	126,697	126,697	126,696	109,350	104,225	127,610	96,609	96,609	-	-
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	-	406,080
5813 County Fees	-	1,856	-	-	-	-	-	1,920	-	-	-	-	-
5815 Public Relations/Recruitment	(100)	-	-	-	-	-	-	-	-	-	-	-	-

Depreciation

6900 Depreciation Expense	238	238	238	238	238	238	238	238	238	238	238	238	-
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Interest

7438 Interest Expense	1,313	-	2,625	1,313	150,691	275,548	160,850	-	124,274	-	120,346	-	-
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Total Expenses

	2,054,984	3,038,743	3,738,903	3,477,950	2,431,335	3,815,439	4,027,329	3,447,545	3,865,897	3,250,666	4,917,811	4,667,674	406,080
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Monthly Surplus (Deficit)

	(56,742)	(1,045,981)	(154,261)	148,106	1,027,033	(158,502)	524,695	187,991	812,505	552,262	(1,029,355)	330,545	386,294
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Cash Flow Adjustments

Monthly Surplus (Deficit)	(56,742)	(1,045,981)	(154,261)	148,106	1,027,033	(158,502)	524,695	187,991	812,505	552,262	(1,029,355)	330,545	386,294
Cash flows from operating activities													
Depreciation/Amortization	238	238	238	238	238	238	238	238	238	238	238	238	-
Public Funding Receivables	582,888	397,480	-	579,878	-	-	83,240	-	388	-	-	-	(792,374)
Grants and Contributions Rec.	-	-	-	15,640	(22,000)	(189)	(1,500)	(353)	29,227	(8,589)	13	-	-
Due To/From Related Parties	3,043,255	1,471,140	4,658,685	1,594,563	(2,185,491)	(1,145,591)	(572,262)	118,473	218,829	(147,941)	-	-	-
Prepaid Expenses	28,701	11,456	-	(54,074)	91,173	(542,986)	538,399	(128,035)	(156,127)	12,669	-	-	-
Other Assets	-	250	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(1,211,892)	68,207	62,269	(16,085)	(1,305)	(171,821)	430,978	(183,511)	325,757	11,728	-	-	406,080
Accrued Expenses	(341,281)	138,866	(177,724)	24,540	(52,908)	(131,269)	(119,061)	(22,818)	31,150	(5,368)	-	-	-
Other Liabilities	3,871	-	-	5,422	-	-	-	-	-	-	-	-	-
Cash flows from financing activities													
Proceeds from Factoring	-	-	-	-	-	5,463,400	2,995,600	-	2,745,400	-	3,008,654	-	-
Payments on Factoring	(2,723,900)	-	(2,890,800)	(2,948,100)	-	(2,753,700)	(2,687,700)	-	(2,731,700)	(2,931,700)	(2,795,600)	(2,745,400)	-
Payments on Debt	-	-	-	(105,000)	-	-	-	-	-	-	-	-	-

Total Change in Cash

	(674,863)	1,041,656	1,498,407	(754,872)	(1,143,260)	559,580	1,192,626	(28,014)	1,275,666	(2,516,701)	(816,050)	(2,414,617)	
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Cash, Beginning of Month

	4,067,860	3,392,997	4,434,653	5,933,061	5,178,189	4,034,929	4,594,509	5,787,135	5,759,121	7,034,788	4,518,087	3,702,037	
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Cash, End of Month

	3,392,997	4,434,653	5,933,061	5,178,189	4,034,929	4,594,509	5,787,135	5,759,121	7,034,788	4,518,087	3,702,037	1,287,420	
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Annual Forecast	Annual Budget	Favorable / (Unfav.)
4,378	551,732	547,355
-	1,425	1,425
-	2,677	2,677
4,807	-	(4,807)
-	900	900
128	90,302	90,174
9,313	647,036	637,724
1,393	11,387	9,995
5,400	9,281	3,881
20,773	13,697	(7,076)
529,079	66,243	(462,837)
50,399	100,198	49,799
325,878	1,324,772	998,894
54,083	75,423	21,340
3,864	6,099	2,234
31,866	50,263	18,397
893	-	(893)
1,421,280	1,150,843	(270,438)
406,080	298,768	(107,312)
3,777	-	(3,777)
(100)	17,793	17,893
2,854,666	3,124,767	270,101
2,857	4,450	1,594
2,857	4,450	1,594
836,959	-	(836,959)
836,959	-	(836,959)
43,140,356	32,012,419	(11,127,937)
1,524,591	868,801	655,790
4%		
1,524,591		
2,857		
851,501		
12,249		
7,053,659		
(198,826)		
250		
(279,595)		
(655,873)		
9,293		
14,213,054		
(25,208,600)		
(105,000)		

Cert.	Inst.
44.5%	89.7%
2,017,522	4,308,423
Pupil:Teacher Ratio	
22.99	:1

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 3,647,578	\$ 1,647,393	\$ 2,000,185	\$ 31,527,302	\$ 25,692,942	\$ 5,834,360	\$ 28,987,729
Education Protection Account	-	-	-	668,571	499,178	169,394	665,570
State Aid - Prior Year	(60,349)	-	(60,349)	(181,047)	-	(181,047)	-
In Lieu of Property Taxes	-	9,202	(9,202)	363,605	205,128	158,477	223,532
Total State Aid - Revenue Limit	3,587,229	1,656,595	1,930,634	32,378,431	26,397,248	5,981,183	29,876,831
Federal Revenue							
Special Education - Entitlement	-	-	-	-	256,531	(256,531)	513,062
Total Federal Revenue	-	-	-	-	256,531	(256,531)	513,062
Other State Revenue							
State Special Education	213,973	98,534	115,439	1,884,321	1,525,925	358,396	1,722,994
Mandated Cost	-	-	-	89,452	89,452	0	89,452
State Lottery	-	220,347	(220,347)	444,928	440,693	4,235	678,881
Prior Year Revenue	-	-	-	92,394	-	92,394	-
Other State Revenue	-	-	-	41,410	-	41,410	-
Total Other State Revenue	213,973	318,881	(104,908)	2,552,505	2,056,070	496,435	2,491,328
Other Local Revenue							-
Lease and Rental Income	-	-	-	3,192	-	3,192	-
Interest Revenue	1,726	-	1,726	51,000	-	51,000	-
School Fundraising	-	-	-	769	-	769	-
Total Other Local Revenue	1,726	-	1,726	54,961	-	54,961	-
Total Revenues	\$ 3,802,928	\$ 1,975,476	\$ 1,827,452	\$ 34,985,897	\$ 28,709,849	\$ 6,276,048	\$ 32,881,220
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 1,000,308	\$ 684,000	\$ (316,308)	\$ 9,662,974	\$ 6,840,000	\$ (2,822,974)	\$ 8,208,000
Teachers' Substitute Hours	-	-	-	3,150	-	(3,150)	-
Teachers' Extra Duty/Stipends	130,970	102,600	(28,370)	1,244,430	1,026,000	(218,430)	1,231,200
Pupil Support Salaries	29,036	11,667	(17,370)	286,574	116,667	(169,907)	140,000
Administrators' Salaries	112,881	90,000	(22,881)	976,105	900,000	(76,105)	1,080,000
Total Certificated Salaries	1,273,196	888,267	(384,929)	12,173,233	8,882,667	(3,290,566)	10,659,200
Classified Salaries							
Instructional Salaries	19,141	-	(19,141)	170,702	-	(170,702)	-
Clerical and Office Staff Salaries	-	3,750	3,750	-	37,500	37,500	45,000
Total Classified Salaries	19,141	3,750	(15,391)	170,702	37,500	(133,202)	45,000
Benefits							
State Teachers' Retirement System, certificated position	212,815	148,341	(64,475)	1,807,671	1,483,405	(324,266)	1,780,086
OASDI/Medicare/Alternative, certificated positions	1,159	233	(926)	11,033	2,325	(8,708)	2,790
Medicare/Alternative, certificated positions	18,274	12,934	(5,340)	174,756	129,342	(45,414)	155,211
Health and Welfare Benefits, certificated positions	86,728	93,333	6,605	1,335,253	933,333	(401,919)	1,120,000
State Unemployment Insurance, certificated positions	2,704	3,920	1,216	109,721	70,560	(39,161)	78,400
Workers' Compensation Insurance, certificated position	3,946	12,488	8,542	126,658	124,882	(1,776)	149,859
Other Benefits, certificated positions	-	6,609	6,609	4,005	66,089	62,084	79,306
Total Benefits	325,626	277,858	(47,768)	3,569,097	2,809,937	(759,160)	3,365,652
Books & Supplies							
Books and Reference Materials	-	-	-	-	221,419	221,419	221,419
School Supplies	265,555	280,527	14,972	2,269,224	3,209,243	940,019	3,644,033
Software	25,305	63,074	37,769	221,312	630,736	409,424	756,883
Office Expense	2,807	9,977	7,171	21,653	99,772	78,119	119,726
Business Meals	-	174	174	2,551	1,737	(813)	2,085
Noncapitalized Equipment	70	63,729	63,659	5,990	729,068	723,078	827,842
Total Books & Supplies	293,736	417,481	123,745	2,520,730	4,891,975	2,371,245	5,571,988
Subagreement Services							
Special Education	268,652	108,291	(160,361)	1,782,005	1,082,911	(699,094)	1,299,493
Other Educational Consultants	543,533	239,221	(304,312)	5,775,372	2,736,697	(3,038,675)	3,107,466
Instructional Services	333,778	227,180	(106,598)	3,949,552	3,301,633	(647,919)	3,781,340
Total Subagreement Services	1,145,963	574,691	(571,271)	11,506,929	7,121,240	(4,385,688)	8,188,299
Operations & Housekeeping							
Auto and Travel	85	11,524	11,440	6,058	115,244	109,186	138,293
Dues & Memberships	-	3,901	3,901	12,467	39,009	26,541	46,810
Insurance	20,030	13,429	(6,601)	254,361	134,287	(120,073)	161,145
Utilities	-	186	186	-	1,855	1,855	2,226

Cabrillo Point Academy

Budget vs Actual

For the period ended April 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Janitorial Services	-	255	255	-	2,546	2,546	3,056
Communications	-	655	655	(4)	6,545	6,549	7,854
Postage and Shipping	-	3,887	3,887	186	38,867	38,682	46,641
Total Operations & Housekeeping	20,115	33,835	13,721	273,068	338,355	65,287	406,026
Facilities, Repairs & Other Leases							
Rent	(1,280)	45,978	47,258	4,378	459,777	455,399	551,733
Additional Rent	-	119	119	-	1,188	1,188	1,425
Equipment Leases	-	223	223	-	2,231	2,231	2,677
Other Leases	225	-	(225)	4,807	-	(4,807)	-
Real/Personal Property Taxes	-	75	75	-	750	750	900
Repairs and Maintenance	-	7,525	7,525	128	75,252	75,124	90,302
Total Facilities, Repairs & Other Leases	(1,055)	53,920	54,975	9,313	539,197	529,884	647,036
Professional/Consulting Services							
IT	30	949	919	1,393	9,489	8,097	11,387
Audit & Taxes	-	-	-	5,400	9,281	3,881	9,281
Legal	5,472	1,141	(4,331)	18,241	11,414	(6,826)	13,697
Professional Development	133	5,520	5,388	529,079	55,202	(473,877)	66,243
General Consulting	-	8,350	8,350	22,758	83,498	60,741	100,198
Special Activities/Field Trips	2,660	101,984	99,324	321,547	1,166,706	845,159	1,324,772
Bank Charges	7,841	6,285	(1,555)	43,677	62,853	19,176	75,423
Printing	19	508	489	1,269	5,082	3,813	6,099
Other Taxes and Fees	29,051	4,189	(24,862)	30,732	41,886	11,154	50,263
Payroll Service Fee	893	-	(893)	893	-	(893)	-
Management Fee	127,610	69,142	(58,468)	1,228,062	1,004,845	(223,217)	1,150,843
District Oversight Fee	-	16,566	16,566	-	263,972	263,972	298,768
County Fees	-	-	-	3,777	-	(3,777)	-
Public Relations/Recruitment	-	1,483	1,483	(100)	14,827	14,927	17,793
Total Professional/Consulting Services	173,708	216,117	42,409	2,206,726	2,729,057	522,331	3,124,767
Depreciation							
Depreciation Expense	238	371	133	2,381	3,709	1,328	4,450
Total Depreciation	238	371	133	2,381	3,709	1,328	4,450
Interest							
Interest Expense	-	-	-	716,613	-	(716,613)	-
Total Interest	-	-	-	716,613	-	(716,613)	-
Total Expenses	\$ 3,250,666	\$ 2,466,290	\$ (784,376)	\$ 33,148,790	\$ 27,353,636	\$ (5,795,155)	\$ 32,012,419
Change in Net Assets	552,262	(490,814)	1,043,076	1,837,107	1,356,214	480,893	868,801
Net Assets, Beginning of Period	1,898,359			613,515			
Net Assets, End of Period	\$ 2,450,622			\$ 2,450,622			

Cabrillo Point Academy**Statement of Financial Position**

April 30, 2020

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 4,518,086	\$ 4,067,860	\$ 450,226	11%
Accounts Receivable	10,331	34,738	(24,407)	-70%
Public Funding Receivables	13	1,657,587	(1,657,574)	-100%
Factored Receivables	(8,272,700)	-	(8,272,700)	0%
Due To/From Related Parties	6,746,577	13,800,237	(7,053,659)	-51%
Prepaid Expenses	445,190	246,364	198,826	81%
Total Current Assets	3,447,497	19,806,786	(16,359,289)	-83%
Long-Term Assets				
Property & Equipment, Net	51,816	54,196	(2,381)	-4%
Deposits	118,688	118,938	(250)	0%
Total Long Term Assets	170,504	173,134	(2,631)	-2%
Total Assets	\$ 3,618,001	\$ 19,979,920	\$ (16,361,920)	-82%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 594,844	\$ 1,280,519	\$ (685,675)	-54%
Accrued Liabilities	494,038	1,149,912	(655,873)	-57%
Deferred Revenue	78,497	16,830,975	(16,752,478)	-100%
Notes Payable, Current Portion	-	105,000	(105,000)	-100%
Total Current Liabilities	1,167,379	19,366,406	(18,199,026)	-94%
Total Liabilities	1,167,379	19,366,406	(18,199,026)	-94%
Total Net Assets	2,450,622	613,515	1,837,107	299%
Total Liabilities and Net Assets	\$ 3,618,001	\$ 19,979,920	\$ (16,361,920)	-82%

Cabrillo Point Academy

Statement of Cash Flows

For the period ended April 30, 2020

	Month Ended 04/30/20	YTD Ended 04/30/20
Cash Flows from Operating Activities		
Change in Net Assets	\$ 552,262	\$ 1,837,107
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	238	2,381
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	1,657,574
Grants, Contributions & Pledges Receivable	(2,940,289)	8,297,107
Due from Related Parties	(147,941)	7,053,659
Prepaid Expenses	12,669	(198,826)
Other Assets	-	250
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	11,728	(685,675)
Accrued Expenses	(5,368)	(655,873)
Deferred Revenue	-	(16,752,478)
Total Cash Flows from Operating Activities	(2,516,701)	555,226
 Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	-	(105,000)
Total Cash Flows from Financing Activities	-	(105,000)
 Change in Cash & Cash Equivalents	(2,516,701)	450,226
Cash & Cash Equivalents, Beginning of Period	7,034,787	4,067,860
 Cash and Cash Equivalents, End of Period	\$ 4,518,086	\$ 4,518,086

Cabrillo Point Academy

Due (To)/From All Inspire Charter School Locations

For the period ended April 30, 2020

	Account Balance
Due (to)/from Inspire LA	\$ (1,181)
Due (to)/from Feather River Charter School	(114)
Due (to)/from Blue Ridge Academy	465,975
Due (to)/from Winship Community School	(42,467)
Due (to)/from Yosemite Valley Charter School	207,410
Due (to)/from Pacific Coast Academy	296,882
Due (to)/from Inspire Charter Services	4,595,609
Due (to)/from Heartland Charter School	515,233
Due (to)/from Granite Mountain Charter School	40,014
Due (to)/from Mission Vista Academy	<u>669,215</u>
Total Due (to)/from Balance	<u>\$ 6,746,577</u>

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
42 Electronics	3239	4/7/2020	5/7/2020	\$ 222	\$ -	\$ -	\$ -	\$ -	\$ 222
5 Elements Martial Arts & Wellness Ce	15825	4/11/2020	5/31/2020	1,000	-	-	-	-	1,000
A Dawn Of Music Studios	ADOMS0019	4/13/2020	5/13/2020	320	-	-	-	-	320
A Thinking Place	1352	4/1/2020	5/1/2020	265	-	-	-	-	265
A Thinking Place	1353	4/1/2020	5/1/2020	360	-	-	-	-	360
A+ In Home Tutors, Inc	2764	4/6/2020	5/6/2020	130	-	-	-	-	130
A+ In Home Tutors, Inc	2765	4/6/2020	5/6/2020	195	-	-	-	-	195
A+ In Home Tutors, Inc	2766	4/6/2020	5/6/2020	195	-	-	-	-	195
A+ In Home Tutors, Inc	2767	4/6/2020	5/6/2020	310	-	-	-	-	310
A+ In Home Tutors, Inc	2768	4/6/2020	5/6/2020	1,610	-	-	-	-	1,610
ABC Guidance	97	3/27/2020	4/27/2020	968	-	-	-	-	968
ABC Guidance	99	4/8/2020	5/8/2020	700	-	-	-	-	700
Academics In A Box Inc	8237	3/28/2020	4/27/2020	87	-	-	-	-	87
Academy 831	121	4/10/2020	5/10/2020	162	-	-	-	-	162
Academy 831	122	4/17/2020	5/17/2020	675	-	-	-	-	675
Academy of Ballet Arts	2027	4/7/2020	5/7/2020	1,166	-	-	-	-	1,166
Activities for Learning, Inc.	379903	4/3/2020	5/3/2020	27	-	-	-	-	27
Activities for Learning, Inc.	379923	4/6/2020	5/6/2020	100	-	-	-	-	100
Activities for Learning, Inc.	379925	4/6/2020	5/6/2020	100	-	-	-	-	100
Activities for Learning, Inc.	380006	4/13/2020	5/13/2020	124	-	-	-	-	124
Activities for Learning, Inc.	380021	4/15/2020	5/15/2020	100	-	-	-	-	100
Activities for Learning, Inc.	380076	4/22/2020	5/22/2020	100	-	-	-	-	100
Activities for Learning, Inc.	380078	4/23/2020	5/23/2020	100	-	-	-	-	100
Activities for Learning, Inc.	380094	4/23/2020	5/23/2020	196	-	-	-	-	196
Al-Burooj Academy	313	4/1/2020	5/1/2020	8,000	-	-	-	-	8,000
Al-Burooj Academy	316	4/2/2020	5/2/2020	7,950	-	-	-	-	7,950
Albion SC	0003	3/30/2020	4/29/2020	2,670	-	-	-	-	2,670
Alexander C. Eristavi	4	4/5/2020	5/5/2020	720	-	-	-	-	720
Aliso Viejo Kumon Center	40720	4/7/2020	5/7/2020	1,130	-	-	-	-	1,130
Aliso Viejo Kumon Center	40721	4/7/2020	5/7/2020	310	-	-	-	-	310
Alison Albert	150	4/18/2020	5/18/2020	615	-	-	-	-	615
Alkawthar Learning Center	ALKAW-I20-2009	4/2/2020	5/2/2020	4,955	-	-	-	-	4,955
All About Learning Press, Inc.	902151	3/6/2020	5/5/2020	207	-	-	-	-	207
All About Learning Press, Inc.	902166	3/6/2020	5/5/2020	68	-	-	-	-	68
All About Learning Press, Inc.	902170	3/9/2020	5/8/2020	198	-	-	-	-	198
All About Learning Press, Inc.	902202	3/12/2020	5/11/2020	252	-	-	-	-	252
All About Learning Press, Inc.	902217	3/16/2020	5/15/2020	289	-	-	-	-	289

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
All About Learning Press, Inc.	902279	3/20/2020	5/19/2020	155	-	-	-	-	155
All About Learning Press, Inc.	902323	3/26/2020	5/25/2020	155	-	-	-	-	155
All About Learning Press, Inc.	902354	3/31/2020	5/30/2020	51	-	-	-	-	51
All About Learning Press, Inc.	902384	4/1/2020	5/1/2020	163	-	-	-	-	163
All About Learning Press, Inc.	902391	4/1/2020	5/31/2020	226	-	-	-	-	226
All About Learning Press, Inc.	902417	4/3/2020	5/2/2020	101	-	-	-	-	101
All About Learning Press, Inc.	902425	4/6/2020	5/6/2020	91	-	-	-	-	91
All About Learning Press, Inc.	902467	4/15/2020	5/15/2020	199	-	-	-	-	199
All About Learning Press, Inc.	902495	4/20/2020	6/19/2020	157	-	-	-	-	157
All About Learning Press, Inc.	902506	4/22/2020	6/21/2020	198	-	-	-	-	198
Alyssa Westphal	4032020	4/3/2020	5/3/2020	800	-	-	-	-	800
AMAA	331 - A	3/31/2020	4/30/2020	317	-	-	-	-	317
AMAA	331 - B	3/31/2020	4/30/2020	179	-	-	-	-	179
AMAA	331 - G	3/31/2020	4/30/2020	120	-	-	-	-	120
AMAA	331 - I	3/31/2020	4/30/2020	317	-	-	-	-	317
AMAA	331 - J	3/31/2020	4/30/2020	317	-	-	-	-	317
AMAA	331 - K	3/31/2020	4/30/2020	574	-	-	-	-	574
AMAA	331 - L	3/31/2020	4/30/2020	577	-	-	-	-	577
AMAA	331 - M	3/31/2020	4/30/2020	746	-	-	-	-	746
Amazon Capital Services	14C9-H7CT-FLKP	4/23/2020	5/23/2020	28	-	-	-	-	28
Amazon Capital Services	1913-CPM7-16RD	4/23/2020	5/23/2020	11	-	-	-	-	11
Amazon Capital Services	1913-GPM7-1LRW	4/23/2020	5/23/2020	11	-	-	-	-	11
Amazon Capital Services	1913-GPM7-437H	4/23/2020	5/23/2020	22	-	-	-	-	22
Amazon Capital Services	1913-GPM7-4NMY	4/23/2020	5/23/2020	11	-	-	-	-	11
Amazon Capital Services	1913-GPM7-6LGH	4/23/2020	5/23/2020	28	-	-	-	-	28
Amazon Capital Services	1913-GPM7-77LF	4/23/2020	5/23/2020	49	-	-	-	-	49
Amazon Capital Services	1913-GPM7-793F	4/23/2020	5/23/2020	92	-	-	-	-	92
Amazon Capital Services	1913-GPM7-CGCM	4/23/2020	5/23/2020	56	-	-	-	-	56
Amazon Capital Services	1913-GPM7-CGNT	4/23/2020	5/23/2020	69	-	-	-	-	69
Amazon Capital Services	1CHP-PJCC-7PYJ	4/23/2020	5/23/2020	15	-	-	-	-	15
Amazon Capital Services	1CHP-PJGC-3X74	4/23/2020	5/23/2020	5	-	-	-	-	5
Amazon Capital Services	1CHP-PJGC-6C4R	4/23/2020	5/23/2020	28	-	-	-	-	28
Amazon Capital Services	1CHP-PJGC-7W7W	4/23/2020	5/23/2020	30	-	-	-	-	30
Amazon Capital Services	1CHP-PJGC-7WHG	4/23/2020	5/23/2020	125	-	-	-	-	125
Amazon Capital Services	1MGV-6T7R-6Y4F	4/23/2020	5/23/2020	21	-	-	-	-	21
Amazon Capital Services	1MGV-6T7R-7HMR	4/23/2020	5/23/2020	106	-	-	-	-	106
Amazon Capital Services	1MGV-6T7R-7MV4	4/23/2020	5/23/2020	22	-	-	-	-	22
Amazon Capital Services	1MGV-6T7R-CQQ3	4/24/2020	5/24/2020	13	-	-	-	-	13
Amazon Capital Services	1MGV-6T7R-CR4D	4/24/2020	5/24/2020	87	-	-	-	-	87
Amazon Capital Services	1PV3-JLDM-GGLQ	4/23/2020	5/23/2020	19	-	-	-	-	19

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1Q49-YD9H-1PWG	4/23/2020	5/23/2020	4	-	-	-	-	4
Amazon Capital Services	1Q49-YD9H-6FJF	4/23/2020	5/23/2020	75	-	-	-	-	75
Amazon Capital Services	1Q49-YD9H-7H4X	4/23/2020	5/23/2020	27	-	-	-	-	27
Amazon Capital Services	1Q49-YD9H-7HTJ	4/23/2020	5/23/2020	22	-	-	-	-	22
Amazon Capital Services	1Q49-YD9H-7TYR	4/23/2020	5/23/2020	26	-	-	-	-	26
Amazon Capital Services	1Q49-YD9H-CDLX	4/23/2020	5/23/2020	54	-	-	-	-	54
Amazon Capital Services	1QRY-9M33-7HYL	4/23/2020	5/23/2020	12	-	-	-	-	12
Amazon Capital Services	1QRY-9M3J-36DJ	4/23/2020	5/23/2020	12	-	-	-	-	12
Amazon Capital Services	1QRY-9M3J-3G6L	4/23/2020	5/23/2020	14	-	-	-	-	14
Amazon Capital Services	1QRY-9M3J-66F9	4/23/2020	5/23/2020	61	-	-	-	-	61
Amazon Capital Services	1QRY-9M3J-6PJH	4/23/2020	5/23/2020	17	-	-	-	-	17
Amazon Capital Services	1QRY-9M3J-6XVG	4/23/2020	5/23/2020	53	-	-	-	-	53
Amazon Capital Services	1QRY-9M3J-7TDL	4/23/2020	5/23/2020	17	-	-	-	-	17
Amazon Capital Services	1QRY-9M3J-9PHF	4/23/2020	5/23/2020	45	-	-	-	-	45
Amazon Capital Services	1QRY-9M3J-9Q9Q	4/23/2020	5/23/2020	39	-	-	-	-	39
Amazon Capital Services	1QRY-9M3J-9TRK	4/23/2020	5/23/2020	12	-	-	-	-	12
Amazon Capital Services	1QRY-9M3J-9WH6	4/23/2020	5/23/2020	14	-	-	-	-	14
Amazon Capital Services	1QRY-9M3J-CC4F	4/23/2020	5/23/2020	48	-	-	-	-	48
Amazon Capital Services	1QRY-9M3J-CLM1	4/23/2020	5/23/2020	15	-	-	-	-	15
Amazon Capital Services	1XPJ-H6JG-3G1L	4/23/2020	5/23/2020	10	-	-	-	-	10
Amazon Capital Services	1YHL-VVDP-11YX	4/23/2020	5/23/2020	32	-	-	-	-	32
Amazon Capital Services	1YHL-VVDP-4V7L	4/23/2020	5/23/2020	60	-	-	-	-	60
Amazon Capital Services	1YHL-VVDP-9374	4/23/2020	5/23/2020	8	-	-	-	-	8
Amazon Capital Services	1YHL-VVDP-93LD	4/23/2020	5/23/2020	79	-	-	-	-	79
Amazon Capital Services	1YHL-VVDP-9R1Q	4/23/2020	5/23/2020	35	-	-	-	-	35
Amazon Capital Services	1YHL-VVDP-C1RV	4/23/2020	5/23/2020	19	-	-	-	-	19
Amazon Capital Services	1YHL-VVDP-CMF6	4/23/2020	5/23/2020	10	-	-	-	-	10
Amazon Capital Services	1YHL-WDP-93HM	4/23/2020	5/23/2020	25	-	-	-	-	25
Amazon Capital Services	1YHL-WDP-C79T	4/23/2020	5/23/2020	19	-	-	-	-	19
American Academy of Statagic Educat	APR2020-CPA	4/1/2020	5/1/2020	19,669	-	-	-	-	19,669
American Martial Arts Academy - 2 (PI	9925	3/30/2020	4/29/2020	689	-	-	-	-	689
Anaheim Ballet	2020-2	4/13/2020	5/13/2020	873	-	-	-	-	873
Angela Van Appelen	035	3/31/2020	4/30/2020	252	-	-	-	-	252
Angele Nalbandian	003	4/1/2020	5/1/2020	3,325	-	-	-	-	3,325
Anna Rose	202	4/2/2020	5/2/2020	100	-	-	-	-	100
Anna Rose	203	4/2/2020	5/2/2020	100	-	-	-	-	100
Anna Rose	204	4/2/2020	5/2/2020	100	-	-	-	-	100
Anna Rose	206	4/2/2020	5/2/2020	100	-	-	-	-	100
Anna Rose	207	4/2/2020	5/2/2020	100	-	-	-	-	100
Anna Rose	208	4/2/2020	5/2/2020	100	-	-	-	-	100

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Annette Brower	129	4/2/2020	5/2/2020	153	-	-	-	-	153
Annette Brower	130	4/7/2020	5/7/2020	455	-	-	-	-	455
Annette Brower	131	4/9/2020	5/9/2020	860	-	-	-	-	860
Annette Brower	132	4/15/2020	5/15/2020	280	-	-	-	-	280
Annette Brower	133	4/22/2020	5/22/2020	125	-	-	-	-	125
Apex School of Movement San Diego	093	4/9/2020	5/9/2020	110	-	-	-	-	110
Applause Foundation	CRO 3-2020	4/6/2020	5/6/2020	200	-	-	-	-	200
Aqua Pros Swim School	038	2/25/2020	3/26/2020	120	-	-	-	-	120
Aqua Pros Swim School	039	4/15/2020	5/15/2020	80	-	-	-	-	80
Aqua Pros Swim School	040	4/15/2020	5/15/2020	60	-	-	-	-	60
Aqua Pros Swim School	042	4/15/2020	5/15/2020	48	-	-	-	-	48
Aqua Pros Swim School	043	4/15/2020	5/15/2020	192	-	-	-	-	192
Arbor Learning Community	CPAmar2020	3/31/2020	4/30/2020	14,617	-	-	-	-	14,617
ArcheryChamps	0405	2/18/2020	3/19/2020	4,770	-	-	-	-	4,770
ArcheryChamps	0406	4/2/2020	5/2/2020	1,245	-	-	-	-	1,245
Arianna Caligiuri	April20	4/2/2020	5/2/2020	740	-	-	-	-	740
Arlene Fliegler	321	3/31/2020	4/30/2020	1,000	-	-	-	-	1,000
Art + Soul Collective	MAR20201	4/3/2020	5/3/2020	446	-	-	-	-	446
Art in Motion	Feb52460	4/11/2020	5/11/2020	75	-	-	-	-	75
Art Lessons by Cindy	S030120	4/1/2020	5/1/2020	313	-	-	-	-	313
Art Steps, Inc.	CPA032020	4/1/2020	5/1/2020	5,327	-	-	-	-	5,327
Art With Larisse	1006	4/21/2020	5/21/2020	1,440	-	-	-	-	1,440
Art With Sara	11231	4/6/2020	5/6/2020	58	-	-	-	-	58
Arts & Learning Conservatory	10129815	3/27/2020	4/26/2020	380	-	-	-	-	380
ARZ Education dba Club Z! In-Home Tr	1Wyatt	4/9/2020	5/9/2020	1,378	-	-	-	-	1,378
Ashleigh Reyes	2	4/10/2020	5/10/2020	320	-	-	-	-	320
Aspire Art Studio	005	4/10/2020	5/10/2020	535	-	-	-	-	535
ATA Success Martial Arts	100019	4/16/2020	5/16/2020	1,250	-	-	-	-	1,250
ATG, Inc. DBA Urban Workshop	8017	4/7/2020	5/1/2020	865	-	-	-	-	865
Ava Gamez	ALG0018	3/31/2020	4/30/2020	250	-	-	-	-	250
Beach Kids Therapy Center	88000	3/31/2020	4/30/2020	700	-	-	-	-	700
Beach Kids Therapy Center	88001	3/31/2020	4/30/2020	700	-	-	-	-	700
Beach Kids Therapy Center	88002	3/31/2020	4/30/2020	980	-	-	-	-	980
Beach Kids Therapy Center	88003	3/31/2020	4/30/2020	700	-	-	-	-	700
Beach Kids Therapy Center	88004	3/31/2020	4/30/2020	420	-	-	-	-	420
Beautiful Feet Books, Inc.	11666	3/11/2020	5/10/2020	143	-	-	-	-	143
Beautiful Feet Books, Inc.	11750	4/1/2020	5/1/2020	19	-	-	-	-	19
Beautiful Feet Books, Inc.	11752	4/1/2020	5/1/2020	33	-	-	-	-	33
Beautiful Feet Books, Inc.	11755	4/2/2020	5/2/2020	137	-	-	-	-	137
Beautiful Feet Books, Inc.	11766	4/3/2020	5/3/2020	221	-	-	-	-	221

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Beautiful Feet Books, Inc.	11770	4/6/2020	5/6/2020	54	-	-	-	-	54
Beautiful Feet Books, Inc.	11786	4/7/2020	5/7/2020	756	-	-	-	-	756
Beautiful Feet Books, Inc.	11791	4/7/2020	5/7/2020	226	-	-	-	-	226
Beautiful Feet Books, Inc.	11794	4/7/2020	5/7/2020	88	-	-	-	-	88
Beautiful Feet Books, Inc.	11795	4/7/2020	5/7/2020	221	-	-	-	-	221
Big Blue Ocean Recordings LLC	002	4/15/2020	5/15/2020	525	-	-	-	-	525
Big Little Ones LLC	0006	4/9/2020	4/9/2020	38	-	-	-	-	38
Bilingual Books, Inc	25666-C	1/29/2020	2/28/2020	(45)	-	-	-	-	(45)
Blue Learning	SINV1417	4/14/2020	5/14/2020	100	-	-	-	-	100
Bonita Martial Arts Academy	1	3/30/2020	4/29/2020	199	-	-	-	-	199
Bonita Martial Arts Academy	2	3/30/2020	4/29/2020	199	-	-	-	-	199
Brandi Hartdegen	26	4/20/2020	5/20/2020	2,200	-	-	-	-	2,200
Brave Writer LLC	69235942	3/30/2020	3/30/2020	239	-	-	-	-	239
Brave Writer LLC	69545469	3/30/2020	3/30/2020	249	-	-	-	-	249
Brave Writer LLC	69771694	2/28/2020	2/28/2020	79	-	-	-	-	79
Brave Writer LLC	70585698	2/28/2020	2/28/2020	10	-	-	-	-	10
Brave Writer LLC	70955569	4/13/2020	4/13/2020	239	-	-	-	-	239
Brave Writer LLC	71545469	4/13/2020	4/13/2020	149	-	-	-	-	149
Brave Writer LLC	72470680	4/6/2020	4/6/2020	249	-	-	-	-	249
Brave Writer LLC	73676961	3/20/2020	3/20/2020	149	-	-	-	-	149
Breanna Rausch	20203	4/9/2020	5/9/2020	700	-	-	-	-	700
Briana Harley	AVMApril2020	4/1/2020	5/15/2020	587	-	-	-	-	587
Bryanna Farina	5	4/15/2020	5/15/2020	560	-	-	-	-	560
BST Fitness / CrossFit Temecula	1038	4/13/2020	5/13/2020	100	-	-	-	-	100
BST Fitness / CrossFit Temecula	1039	4/13/2020	5/13/2020	100	-	-	-	-	100
BST Fitness / CrossFit Temecula	1040	4/13/2020	5/13/2020	100	-	-	-	-	100
C3 Classes	2020-15	4/8/2020	5/8/2020	1,319	-	-	-	-	1,319
C3 Classes	2020-16	4/18/2020	5/18/2020	3,975	-	-	-	-	3,975
C3 Classes	2020-18	4/18/2020	5/18/2020	500	-	-	-	-	500
C3 Classes	2020-19	4/18/2020	5/18/2020	270	-	-	-	-	270
C3 Classes	2020-8	4/5/2020	5/5/2020	1,942	-	-	-	-	1,942
Cadence Dance Project	0025	3/31/2020	4/30/2020	720	-	-	-	-	720
Cadenza Music Academy	5	4/1/2020	5/1/2020	140	-	-	-	-	140
California Climbing School	2	3/27/2020	4/26/2020	350	-	-	-	-	350
California Oaks Vision Center of Optor	2882	4/1/2020	5/1/2020	125	-	-	-	-	125
California Oaks Vision Center of Optor	2883	4/1/2020	5/1/2020	275	-	-	-	-	275
California Sound Music Academy	1034	4/13/2020	5/13/2020	480	-	-	-	-	480
California Sound Music Academy	1035	4/13/2020	5/13/2020	480	-	-	-	-	480
Carlos Angeles	054	4/6/2020	5/6/2020	240	-	-	-	-	240
Carlson Gracie Westminster	3	4/2/2020	5/2/2020	250	-	-	-	-	250

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Carrie Damitz	20196	4/9/2020	5/9/2020	25	-	-	-	-	25
Catherine Croisette	156	3/30/2020	4/29/2020	60	-	-	-	-	60
Caustics Digital Academy	1030	4/9/2020	5/9/2020	260	-	-	-	-	260
CF Dance Academy	4720CPA	4/7/2020	5/7/2020	920	-	-	-	-	920
Champion Gymnastics & Cheer "CGC"	110564	4/1/2020	5/1/2020	162	-	-	-	-	162
Champion Gymnastics & Cheer "CGC"	110565	4/1/2020	5/1/2020	486	-	-	-	-	486
Charles Jones	7	4/13/2020	5/13/2020	1,184	-	-	-	-	1,184
Charles Jones	8	4/13/2020	5/13/2020	110	-	-	-	-	110
Charlot Gymnastics	28	4/1/2020	5/1/2020	184	-	-	-	-	184
Charlotte Littlehales	04032020	4/3/2020	5/3/2020	1,548	-	-	-	-	1,548
Charter Impact, Inc.	PR041520	4/15/2020	4/15/2020	893	-	-	-	-	893
Charter's Choice Educational Services	398	4/3/2020	5/3/2020	1,385	-	-	-	-	1,385
Charter's Choice Educational Services	403	4/18/2020	5/18/2020	750	-	-	-	-	750
Chef Tech Cooking School	53590	4/3/2020	5/3/2020	170	-	-	-	-	170
Chef Tech Cooking School	53737	4/3/2020	5/3/2020	210	-	-	-	-	210
Christina A Barber	124	4/5/2020	5/5/2020	294	-	-	-	-	294
Christy Dickinson	1	3/10/2020	4/9/2020	62	-	-	-	-	62
Christy Dickinson	2	4/22/2020	5/22/2020	372	-	-	-	-	372
Christy Hernandez	MARCH2020	4/7/2020	5/7/2020	980	-	-	-	-	980
Cindy Irvine	40120	4/1/2020	5/1/2020	125	-	-	-	-	125
Classi Guitarist In-Home Music Lesson	CPA 4/6	4/6/2020	5/6/2020	527	-	-	-	-	527
Club Z! In-Home Tutoring Services	2Naomi	3/27/2020	4/26/2020	900	-	-	-	-	900
Coachella Valley Music Therapy	656	4/8/2020	5/8/2020	140	-	-	-	-	140
Coastal Music Studios	4360	4/1/2020	5/1/2020	2,280	-	-	-	-	2,280
Cody Noriega	116	4/1/2020	5/1/2020	60	-	-	-	-	60
Cogito Debate	17060043	4/10/2020	5/10/2020	250	-	-	-	-	250
Colesville Fields, Inc.	042004	4/21/2020	4/21/2020	50	-	-	-	-	50
Comprehensive Therapy Associates, Ir	2852	3/31/2020	4/30/2020	563	-	-	-	-	563
Conchie Henderson	13	3/30/2020	4/29/2020	107	-	-	-	-	107
COPA OC	223	3/31/2020	4/30/2020	60	-	-	-	-	60
COPA OC	226	4/6/2020	5/6/2020	960	-	-	-	-	960
COPA OC	227	4/7/2020	5/7/2020	60	-	-	-	-	60
Corona Inline	2786	4/2/2020	5/2/2020	1,050	-	-	-	-	1,050
Creative Creatures & Co.	CBA-9-CC&C	4/2/2020	5/2/2020	1,982	-	-	-	-	1,982
Creative Kids Playhouse Children's The	2020-07	4/8/2020	5/8/2020	50	-	-	-	-	50
Dancing Keys Music Studio	7566	4/3/2020	5/3/2020	486	-	-	-	-	486
Daniel Newheiser	3201	3/30/2020	4/29/2020	174	-	-	-	-	174
Daniel Newheiser	3204	3/30/2020	4/29/2020	696	-	-	-	-	696
Danielle L. Giambrone	5	4/1/2020	5/1/2020	106	-	-	-	-	106
Darice Terry - The Humble Homemaker		2/1/2020	3/2/2020	569	-	-	-	-	569

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
David J. Monkarsh, PH.D.	14	4/21/2020	5/21/2020	450	-	-	-	-	450
David J. Monkarsh, PH.D.	15	4/21/2020	5/21/2020	360	-	-	-	-	360
David Reuther Vocal Studio	2937	4/13/2020	5/13/2020	830	-	-	-	-	830
Dexter Music	INV-1629	12/1/2019	12/1/2019	-	-	-	310	-	310
Dexter Music	INV-1725	2/1/2020	3/2/2020	310	-	-	-	-	310
DG Therapy Group-Whittier	2031650367SC	4/1/2020	5/1/2020	250	-	-	-	-	250
Direct Recruiting Services, Inc dba Gra	Cabrillo 03-20	4/1/2020	5/1/2020	152	-	-	-	-	152
Discount School Supply	P39410340101	3/29/2020	4/28/2020	198	-	-	-	-	198
Discount School Supply	P39413090101	4/4/2020	5/4/2020	31	-	-	-	-	31
Discount School Supply	P39437270101	4/23/2020	5/23/2020	99	-	-	-	-	99
Discovery of Learning, LLC	ICPAPO420	4/22/2020	5/22/2020	180	-	-	-	-	180
Dmitri Kulev Classical Ballet Academy	010-2020	4/15/2020	5/15/2020	38	-	-	-	-	38
Drivers Ed Direct	1123	4/18/2020	5/18/2020	39	-	-	-	-	39
DS Arts Studio & Gallery-Debi Smerdo	2020-1Hunt	4/3/2020	5/3/2020	100	-	-	-	-	100
Dunamix Dance Project	0320CPA	3/31/2020	4/30/2020	1,870	-	-	-	-	1,870
Dynamic Therapy Solutions	8127-03-2020	3/31/2020	4/30/2020	560	-	-	-	-	560
Dynamic Therapy Solutions	8145-03-2020	3/31/2020	4/30/2020	1,260	-	-	-	-	1,260
E-Therapy LLC	12149	3/31/2020	4/30/2020	5,241	-	-	-	-	5,241
eat2explore	100714	4/16/2020	5/16/2020	110	-	-	-	-	110
Eddie Fensler	446136	4/6/2020	5/6/2020	200	-	-	-	-	200
Eddie Fensler	446137	4/6/2020	5/6/2020	50	-	-	-	-	50
Eddie Fensler	446138	4/6/2020	5/6/2020	50	-	-	-	-	50
Eddie Fensler	446139	4/6/2020	5/6/2020	75	-	-	-	-	75
Eddie Fensler	446140	4/6/2020	5/6/2020	200	-	-	-	-	200
Eddie Fensler	446141	4/6/2020	5/6/2020	200	-	-	-	-	200
Eden Learning Academy	1519	1/23/2020	5/21/2020	298	-	-	-	-	298
Educational Development Corporator	DIR5724848	4/3/2020	5/3/2020	187	-	-	-	-	187
Educational Development Corporator	DIR5724849	4/2/2020	5/2/2020	63	-	-	-	-	63
Educational Development Corporator	DIR5724850	4/2/2020	5/2/2020	119	-	-	-	-	119
Educational Development Corporator	DIR5724855	4/3/2020	5/3/2020	307	-	-	-	-	307
Educational Development Corporator	DIR5759626	4/8/2020	5/8/2020	375	-	-	-	-	375
Educational Development Corporator	DIR5759627	4/9/2020	5/9/2020	28	-	-	-	-	28
Educational Development Corporator	DIR5759644	4/9/2020	5/9/2020	105	-	-	-	-	105
Educational Development Corporator	DIR5759671	4/13/2020	5/13/2020	92	-	-	-	-	92
Educational Development Corporator	DIR5794992	4/17/2020	5/17/2020	38	-	-	-	-	38
Effectual Educational Consulting Servi	3690	3/31/2020	4/30/2020	3,805	-	-	-	-	3,805
Elemental Science	IN-2171	4/6/2020	5/6/2020	167	-	-	-	-	167
Elemental Science	IN-2182	4/17/2020	5/17/2020	151	-	-	-	-	151
Elemental Science	IN-2192	4/21/2020	5/21/2020	74	-	-	-	-	74
Elizabeth Sledge Music	1075	4/1/2020	4/30/2020	400	-	-	-	-	400

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
EMH Sports USA, Inc.	167-234945-3	4/9/2020	5/30/2020	4,484	-	-	-	-	4,484
EMH Sports USA, Inc.	3576-383970-3	4/1/2020	5/1/2020	1,457	-	-	-	-	1,457
Emma Freed	88	4/8/2020	5/8/2020	112	-	-	-	-	112
Encinitas Ballet Academy	600	4/20/2020	5/20/2020	68	-	-	-	-	68
Encinitas Ballet Academy	601	4/20/2020	5/20/2020	75	-	-	-	-	75
Evolution Swim Academy Mission Viej	1061	4/1/2020	5/1/2020	32	-	-	-	-	32
Evolve Training Center	17802-C015-CPA	4/22/2020	5/22/2020	450	-	-	-	-	450
Evolve Training Center	17803-C010-CPA	4/24/2020	5/24/2020	405	-	-	-	-	405
Express Yourself Therapy	28	4/14/2020	5/14/2020	80	-	-	-	-	80
Express Yourself Therapy	32	4/16/2020	5/16/2020	80	-	-	-	-	80
Fine Pointe Ballet	9	3/31/2020	4/30/2020	261	-	-	-	-	261
Firestorm Freerunning and Acrobatics	01-201111	4/3/2020	5/3/2020	135	-	-	-	-	135
Firestorm Freerunning and Acrobatics	02-2011	4/3/2020	5/3/2020	80	-	-	-	-	80
Firestorm Galaxy	032020	4/3/2020	5/3/2020	600	-	-	-	-	600
Focus Dance Center	1035	4/3/2020	5/3/2020	596	-	-	-	-	596
For The Love Of Words	2561	4/8/2020	5/8/2020	360	-	-	-	-	360
For The Love Of Words	2565	4/8/2020	5/8/2020	360	-	-	-	-	360
For The Love Of Words	2566	4/8/2020	5/8/2020	360	-	-	-	-	360
For The Love Of Words	2567	4/8/2020	5/8/2020	120	-	-	-	-	120
For The Love Of Words	2568	4/8/2020	5/8/2020	160	-	-	-	-	160
For The Love Of Words	2569	4/8/2020	5/8/2020	160	-	-	-	-	160
Frazier Martial Arts	066	4/17/2020	5/17/2020	199	-	-	-	-	199
Friends of Leaps & Bounds	3312020	3/30/2020	4/29/2020	650	-	-	-	-	650
Gabriella Berry	202003-05-VPT	3/30/2020	4/29/2020	420	-	-	-	-	420
Gabriella Berry	202004-05-DB	4/10/2020	5/10/2020	510	-	-	-	-	510
Gail Shafer	INS_CP040120HSB	4/1/2020	5/1/2020	100	-	-	-	-	100
Gator's Swim Club	091606HADJCOCH	4/13/2020	5/13/2020	150	-	-	-	-	150
Generation Genius, Inc	GG0024211	3/31/2020	4/30/2020	120	-	-	-	-	120
Georgia's School of Dance	4/2/2020	4/2/2020	5/2/2020	566	-	-	-	-	566
German School Campus Inc	41520	4/15/2020	5/15/2020	198	-	-	-	-	198
Glee Music Academy	AE03312020	3/31/2020	4/30/2020	109	-	-	-	-	109
Glee Music Academy	EE03312020	3/31/2020	4/30/2020	109	-	-	-	-	109
Glee Music Academy	EK03312020	3/31/2020	4/30/2020	169	-	-	-	-	169
Glee Music Academy	JM03312020	3/31/2020	4/30/2020	60	-	-	-	-	60
Gloshyne Entertainment	11	4/1/2020	5/1/2020	300	-	-	-	-	300
Gloshyne Entertainment	12	4/1/2020	5/1/2020	300	-	-	-	-	300
Golden Eagles FC	1041	3/30/2020	4/29/2020	400	-	-	-	-	400
Golden Eagles FC	1042	3/30/2020	4/29/2020	375	-	-	-	-	375
Gracie Temecula LLC	LGMA2020	4/19/2020	5/19/2020	318	-	-	-	-	318
Greater Perception Services, Inc.	010	3/15/2020	4/14/2020	240	-	-	-	-	240

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Greater Perception Services, Inc.	011	4/1/2020	5/1/2020	600	-	-	-	-	600
Greater Perception Services, Inc.	012	4/19/2020	5/19/2020	490	-	-	-	-	490
Green Acres Ranch, Inc	20206	3/30/2020	4/29/2020	450	-	-	-	-	450
Greg Baran Writing	101	4/15/2020	5/15/2020	767	-	-	-	-	767
Hands 4 Building, LLC	1578	3/31/2020	4/30/2020	263	-	-	-	-	263
Hands 4 Building, LLC	1579	3/31/2020	4/30/2020	237	-	-	-	-	237
Hands 4 Building, LLC	1599	4/8/2020	5/8/2020	138	-	-	-	-	138
Hands 4 Building, LLC	1603	4/20/2020	5/20/2020	148	-	-	-	-	148
Hands 4 Building, LLC	1604	4/20/2020	5/20/2020	138	-	-	-	-	138
Hands 4 Building, LLC	1605	4/20/2020	5/20/2020	138	-	-	-	-	138
Hangar 18 Climbing Gyms	201898	4/15/2020	5/15/2020	432	-	-	-	-	432
Hangar 18 Climbing Gyms	201900	4/15/2020	5/15/2020	100	-	-	-	-	100
Harmony Studios	116	4/9/2020	5/9/2020	1,043	-	-	-	-	1,043
Hart Academy of Dance	37	4/6/2020	5/6/2020	165	-	-	-	-	165
Hart Academy of Dance	38	4/16/2020	5/16/2020	327	-	-	-	-	327
Haynes Family of Programs	AmSa IHH FEB20	4/4/2020	5/5/2020	480	-	-	-	-	480
Healthy Fit Kids	14	4/1/2020	5/1/2020	320	-	-	-	-	320
Heart N Soul Equine Assisted Growth	1001	4/1/2020	5/1/2020	300	-	-	-	-	300
Heather Patrick	6565	4/5/2020	5/5/2020	407	-	-	-	-	407
Heather Sluga at Up An Octave Piano	105	4/13/2020	5/13/2020	480	-	-	-	-	480
Hemet Valley Dolphins	Wallace, N0320	3/27/2020	4/26/2020	83	-	-	-	-	83
History Unboxed LLC	wc-6671HU	3/27/2020	4/26/2020	562	-	-	-	-	562
History Unboxed LLC	wc-6673HU	3/27/2020	4/26/2020	396	-	-	-	-	396
History Unboxed LLC	wc-6989HU	4/20/2020	5/20/2020	503	-	-	-	-	503
History Unboxed LLC	wc-7003HU	4/20/2020	5/20/2020	272	-	-	-	-	272
HMSYSTEMS INC.	0320CPA	4/13/2020	5/13/2020	1,538	-	-	-	-	1,538
Holly Franz	59	4/2/2020	5/2/2020	300	-	-	-	-	300
Holly Franz	60	4/2/2020	5/2/2020	485	-	-	-	-	485
Holly Hull	15	3/30/2020	4/29/2020	270	-	-	-	-	270
Home School Coaches	1920CPA004	4/20/2020	5/20/2020	700	-	-	-	-	700
Home School Concierge	591-90	4/20/2020	5/20/2020	64	-	-	-	-	64
Home Science Tools	1000124A	4/15/2020	5/15/2020	81	-	-	-	-	81
Home Science Tools	1006330A	4/24/2020	5/24/2020	60	-	-	-	-	60
Home Science Tools	992243A	3/18/2020	5/17/2020	93	-	-	-	-	93
Home Science Tools	995389A	3/30/2020	4/29/2020	25	-	-	-	-	25
Home Science Tools	996739A	4/1/2020	5/1/2020	50	-	-	-	-	50
Home Science Tools	996740A	4/1/2020	5/1/2020	50	-	-	-	-	50
Home Science Tools	996741A	4/1/2020	5/1/2020	278	-	-	-	-	278
Home Science Tools	997794A	4/3/2020	5/3/2020	46	-	-	-	-	46
HomeGrown OT 4 Kids	TG7	4/3/2020	5/2/2020	150	-	-	-	-	150

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Homeschool Concierge	591-81	4/1/2020	5/1/2020	2,100	-	-	-	-	2,100
Homeschool Concierge	690	9/26/2019	10/26/2019	-	-	-	-	(15,640)	(15,640)
Homeschool Spanish Academy	1982	4/8/2020	5/8/2020	149	-	-	-	-	149
Honest History Co.	1089	4/12/2020	5/12/2020	22	-	-	-	-	22
Honest History Co.	1090	4/12/2020	5/12/2020	110	-	-	-	-	110
Honest History Co.	1098	4/12/2020	5/12/2020	75	-	-	-	-	75
Hooves Of Laguna Springs	CBP006	4/7/2020	5/7/2020	350	-	-	-	-	350
HopSkipDrive, Inc.	4399	3/31/2020	4/30/2020	138	-	-	-	-	138
Houghton Mifflin Harcourt Publishing	911277719	7/30/2019	8/29/2019	-	-	-	-	(177)	(177)
Houghton Mifflin Harcourt Publishing	911277733	7/30/2019	8/29/2019	-	-	-	-	(87)	(87)
Houghton Mifflin Harcourt Publishing	911285671	9/10/2019	10/10/2019	-	-	-	-	(315)	(315)
Houghton Mifflin Harcourt Publishing	911300131	11/20/2019	11/20/2019	-	-	-	(126)	-	(126)
Hypermodern Jiu-Jitsu	10362	3/16/2020	4/30/2020	100	-	-	-	-	100
Hypermodern Jiu-Jitsu	10363	4/20/2020	5/31/2020	100	-	-	-	-	100
Ice-Plex Escondido	20	4/17/2020	5/17/2020	40	-	-	-	-	40
Infinity Dance & Performing Arts	1030	4/15/2020	5/15/2020	104	-	-	-	-	104
Ingenia Institute	1034	4/7/2020	5/7/2020	916	-	-	-	-	916
Inland Empire Musical Arts	LARMAR2020	4/1/2020	5/1/2020	54	-	-	-	-	54
Inspire In-Home Tutoring, Inc.	9961	4/17/2020	5/17/2020	300	-	-	-	-	300
Inspire School of Ballet	142	4/7/2020	5/7/2020	585	-	-	-	-	585
Inspyr Arts	2020_0406	4/6/2020	5/6/2020	1,290	-	-	-	-	1,290
Interpreters Unlimited	OPI20M3-C12708CCS	4/13/2020	5/13/2020	10	-	-	-	-	10
Interval Music	33120	3/31/2020	4/30/2020	700	-	-	-	-	700
iPROMOTEu	A1706266DMW	2/27/2020	3/28/2020	607	-	-	-	-	607
J.E.M.S. Dance Center	20 03 CPA	3/30/2020	4/29/2020	4,207	-	-	-	-	4,207
JacKris Publishing, LLC	900	4/1/2020	5/1/2020	21	-	-	-	-	21
JacKris Publishing, LLC	902	4/6/2020	5/6/2020	45	-	-	-	-	45
JacKris Publishing, LLC	903	4/6/2020	5/6/2020	60	-	-	-	-	60
Jaimie Long	010	4/19/2020	5/19/2020	240	-	-	-	-	240
Jaimie Long	011	4/24/2020	5/24/2020	80	-	-	-	-	80
Jane Masur	20204	4/3/2020	5/3/2020	175	-	-	-	-	175
Janet E. Kohtz, O.D. F.C.O.V.D	US04062020	4/6/2020	5/6/2020	150	-	-	-	-	150
JDI Dance Company	285	4/7/2020	5/7/2020	30	-	-	-	-	30
JDI Dance Company	286	4/7/2020	5/7/2020	420	-	-	-	-	420
JDI Dance Company	287	4/7/2020	5/7/2020	550	-	-	-	-	550
JDI Dance Company	288	4/9/2020	5/9/2020	105	-	-	-	-	105
Jenna Harline	9	4/2/2020	5/2/2020	50	-	-	-	-	50
Jennifer Bronsdon	BRON041420	4/14/2020	4/14/2020	54	-	-	-	-	54
Jennifer McQuarrie	2594	4/6/2020	5/6/2020	1,320	-	-	-	-	1,320
Jennifer Woolfenden	2	3/30/2020	4/29/2020	2,535	-	-	-	-	2,535

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Jenny Del Greco	39	4/3/2020	5/3/2020	280	-	-	-	-	280
Jenny Tu	04201	4/8/2020	5/8/2020	280	-	-	-	-	280
John Tracy Center	INV-3772	4/10/2020	5/4/2020	805	-	-	-	-	805
Jon Hasz	CA22320	2/23/2020	5/24/2020	510	-	-	-	-	510
Jon Hasz	EB22320	2/23/2020	5/23/2020	300	-	-	-	-	300
Jon Hasz	MA22320	2/23/2020	5/23/2020	510	-	-	-	-	510
Jon Hasz	RB22320	2/23/2020	5/23/2020	250	-	-	-	-	250
Jonathan Forte	001_Mar 2020	3/30/2020	4/29/2020	100	-	-	-	-	100
Joshua Monzon	000007-CBA	4/6/2020	5/6/2020	1,230	-	-	-	-	1,230
Juana Sujey Becerra	AB-01	4/1/2020	5/1/2020	124	-	-	-	-	124
Julia J. Bietz	100-2020	3/27/2020	4/26/2020	175	-	-	-	-	175
Julia J. Bietz	101-2020	3/27/2020	4/26/2020	175	-	-	-	-	175
Julie Brennan - Living Math	2020-60	3/30/2020	4/29/2020	235	-	-	-	-	235
Juliet Aucreman	16	3/31/2020	4/30/2020	320	-	-	-	-	320
Juliet Aucreman	17	4/15/2020	5/15/2020	560	-	-	-	-	560
Jump and Schout Therapy, Inc.	18753	3/31/2020	4/30/2020	650	-	-	-	-	650
Jump and Schout Therapy, Inc.	18754	3/31/2020	4/30/2020	650	-	-	-	-	650
Jump and Schout Therapy, Inc.	18757	3/31/2020	4/30/2020	938	-	-	-	-	938
Jump and Schout Therapy, Inc.	18758	3/31/2020	4/30/2020	585	-	-	-	-	585
Jump and Schout Therapy, Inc.	18759	3/31/2020	4/30/2020	715	-	-	-	-	715
Jump and Schout Therapy, Inc.	18789	3/31/2020	4/30/2020	650	-	-	-	-	650
Juni Learning	J-1012	4/12/2020	5/12/2020	1,000	-	-	-	-	1,000
Juni Learning	J-1013	4/12/2020	5/12/2020	1,350	-	-	-	-	1,350
K.I.D.S. Therapy Associates, Inc.	166677-CPSP	3/31/2020	5/15/2020	346	-	-	-	-	346
K.I.D.S. Therapy Associates, Inc.	166679-CPOT	3/31/2020	5/15/2020	490	-	-	-	-	490
Kanor Driving School, Inc	174	4/16/2020	5/16/2020	30	-	-	-	-	30
Karen Fox Piano Studio	0130-CPA	4/5/2020	5/5/2020	840	-	-	-	-	840
Karen J. Smith	32	3/30/2020	4/29/2020	330	-	-	-	-	330
Karen Snow School of Music	24	4/15/2020	5/15/2020	700	-	-	-	-	700
Karin Leonard	0042	4/21/2020	5/21/2020	1,744	-	-	-	-	1,744
Kathy Shoemaker	1 McDonald	3/29/2020	4/28/2020	375	-	-	-	-	375
Kathy Shoemaker	19Asaro	3/29/2020	4/28/2020	1,125	-	-	-	-	1,125
Katy Poleynard	001	3/31/2020	4/30/2020	203	-	-	-	-	203
KIDA Academy LLC	26506	3/31/2020	4/30/2020	650	-	-	-	-	650
Kidslife	100	4/9/2020	5/9/2020	475	-	-	-	-	475
Kitchen Kid, LLC	439231531	4/2/2020	5/2/2020	145	-	-	-	-	145
Kitchen Kid, LLC	439231577	4/2/2020	5/2/2020	145	-	-	-	-	145
Kitchen Kid, LLC	439231592	4/2/2020	5/2/2020	145	-	-	-	-	145
Kitchen Kid, LLC	4392342	4/2/2020	5/2/2020	79	-	-	-	-	79
Kitchen Kid, LLC	439235	4/2/2020	5/2/2020	79	-	-	-	-	79

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Kitchen Kid, LLC	43923542	4/2/2020	5/2/2020	33	-	-	-	-	33
Kitchen Kid, LLC	4392357	4/2/2020	5/2/2020	79	-	-	-	-	79
Kitchen Kid, LLC	439441566	4/23/2020	5/23/2020	145	-	-	-	-	145
Kitchen Kid, LLC	4394428	4/23/2020	5/23/2020	79	-	-	-	-	79
Kitchen Kid, LLC	4394436	4/23/2020	5/23/2020	79	-	-	-	-	79
Kitchen Kid, LLC	4394440	4/23/2020	5/23/2020	79	-	-	-	-	79
Kitchen Kid, LLC	4394449	4/23/2020	5/23/2020	79	-	-	-	-	79
Kitchen Kid, LLC	43944563	4/23/2020	5/23/2020	33	-	-	-	-	33
Kitchen Kid, LLC	43944566	4/23/2020	5/23/2020	33	-	-	-	-	33
Kitchen Kid, LLC	4394461	4/23/2020	5/23/2020	79	-	-	-	-	79
Kitchen Kid, LLC	4394463	4/23/2020	5/23/2020	79	-	-	-	-	79
Kitchen Kid, LLC	4394466	4/23/2020	5/23/2020	79	-	-	-	-	79
Kitchen Kid, LLC	4394480	4/23/2020	5/23/2020	79	-	-	-	-	79
KiwiCo, Inc.	ST-I06MIGOY	4/8/2020	5/8/2020	97	-	-	-	-	97
KiwiCo, Inc.	ST-IA6PZGUQ	3/31/2020	4/30/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IALFYXGQ	4/19/2020	5/19/2020	97	-	-	-	-	97
KiwiCo, Inc.	ST-IB3FDLDA	4/1/2020	5/1/2020	119	-	-	-	-	119
KiwiCo, Inc.	ST-IB6OWJIQ	3/27/2020	4/26/2020	66	-	-	-	-	66
KiwiCo, Inc.	ST-IBDGN5RA	3/27/2020	4/26/2020	66	-	-	-	-	66
KiwiCo, Inc.	ST-IBMTREJY	4/1/2020	5/1/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IBY7INQQ	4/2/2020	5/2/2020	131	-	-	-	-	131
KiwiCo, Inc.	ST-IBYCUU5Q	3/31/2020	4/30/2020	118	-	-	-	-	118
KiwiCo, Inc.	ST-IC7EWHHQ	4/3/2020	5/3/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-ICBKJAZA	4/2/2020	5/2/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-ICDQD6LQ	4/1/2020	5/1/2020	119	-	-	-	-	119
KiwiCo, Inc.	ST-ICPQTGCA	4/17/2020	5/17/2020	174	-	-	-	-	174
KiwiCo, Inc.	ST-ICPSIJVQ	4/3/2020	5/3/2020	162	-	-	-	-	162
KiwiCo, Inc.	ST-ICTZ2LKI	4/3/2020	5/3/2020	162	-	-	-	-	162
KiwiCo, Inc.	ST-ICUOCVWQ	4/15/2020	5/15/2020	97	-	-	-	-	97
KiwiCo, Inc.	ST-ID4KXIDQ	3/30/2020	4/29/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IDSEMTI	4/15/2020	5/15/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IDZLZ74Y	4/15/2020	5/15/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IEB4XU6Q	3/30/2020	4/29/2020	119	-	-	-	-	119
KiwiCo, Inc.	ST-IEDABYEY	4/9/2020	5/9/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IEDN4KYA	4/3/2020	5/3/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IEISCE7Y	4/9/2020	5/9/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IEJJGPXA	4/15/2020	5/15/2020	356	-	-	-	-	356
KiwiCo, Inc.	ST-IELXID4I	4/15/2020	5/15/2020	323	-	-	-	-	323
KiwiCo, Inc.	ST-IENAPI3Y	4/9/2020	5/9/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IEQTPQ4I	4/13/2020	5/13/2020	118	-	-	-	-	118

Cabrillo Point Academy
Accounts Payable Aging
April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
KiwiCo, Inc.	ST-IES6VOFY	4/15/2020	5/15/2020	97	-	-	-	-	97
KiwiCo, Inc.	ST-IESA7HAA	3/30/2020	4/29/2020	178	-	-	-	-	178
KiwiCo, Inc.	ST-IESGAXPA	4/15/2020	5/15/2020	95	-	-	-	-	95
KiwiCo, Inc.	ST-IF32VB4Y	4/3/2020	5/3/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IF6HLLFY	4/1/2020	5/1/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IFA75ZQQ	4/14/2020	5/14/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IFAHE6EI	4/16/2020	5/16/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IFG4YT6I	4/16/2020	5/16/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IFOLFFEQ	4/14/2020	5/14/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IFTWGLCY	4/16/2020	5/16/2020	97	-	-	-	-	97
KiwiCo, Inc.	ST-IFYYBUDI	4/6/2020	5/6/2020	98	-	-	-	-	98
KiwiCo, Inc.	ST-IFZY4XI	4/13/2020	5/13/2020	118	-	-	-	-	118
KiwiCo, Inc.	ST-IG5BIUBQ	4/1/2020	5/1/2020	97	-	-	-	-	97
KiwiCo, Inc.	ST-IG7LGOWQ	4/3/2020	5/3/2020	97	-	-	-	-	97
KiwiCo, Inc.	ST-IGM7TJTY	4/13/2020	5/13/2020	127	-	-	-	-	127
KiwiCo, Inc.	ST-IGS3GK4I	4/14/2020	5/14/2020	98	-	-	-	-	98
KiwiCo, Inc.	ST-IH2LCZIY	4/14/2020	5/14/2020	97	-	-	-	-	97
KiwiCo, Inc.	ST-IHMOBZFI	4/14/2020	5/14/2020	97	-	-	-	-	97
KiwiCo, Inc.	ST-II45Q55Y	4/8/2020	5/8/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IICY33FI	4/8/2020	5/8/2020	195	-	-	-	-	195
KiwiCo, Inc.	ST-IJ5GEZUY	4/1/2020	5/1/2020	97	-	-	-	-	97
KiwiCo, Inc.	ST-IJ67Z6YI	3/27/2020	4/26/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IJCSNUTA	4/1/2020	5/1/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IJF2LFVY	4/8/2020	5/8/2020	131	-	-	-	-	131
KiwiCo, Inc.	ST-IJL6J6UI	4/1/2020	5/1/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IJLPH4LA	4/1/2020	5/1/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IJRUSTEI	3/27/2020	4/26/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IJT6G6RI	4/10/2020	5/10/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IJVMZDHY	4/8/2020	5/8/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IJX4QEPY	3/27/2020	4/26/2020	194	-	-	-	-	194
KiwiCo, Inc.	ST-IK6DJSSI	3/30/2020	4/29/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IK6SCPCY	4/8/2020	5/8/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IL556ECA	4/1/2020	5/1/2020	129	-	-	-	-	129
KiwiCo, Inc.	ST-IMOT7KTA	4/1/2020	5/1/2020	258	-	-	-	-	258
KiwiCo, Inc.	ST-INKPSAIY	3/27/2020	4/26/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IO5VI42Y	3/27/2020	4/26/2020	66	-	-	-	-	66
KiwiCo, Inc.	ST-IOB3G4TY	3/27/2020	4/26/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IODVZPGY	4/8/2020	5/8/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IOQKBRGY	3/27/2020	4/26/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IOSWNYJI	4/8/2020	5/8/2020	65	-	-	-	-	65

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
KiwiCo, Inc.	ST-IOY2HZTY	4/8/2020	5/8/2020	129	-	-	-	-	129
KiwiCo, Inc.	ST-IOZDVDOY	4/19/2020	5/19/2020	237	-	-	-	-	237
KiwiCo, Inc.	ST-IP333SJA	4/2/2020	5/2/2020	65	-	-	-	-	65
KiwiCo, Inc.	ST-IPBXCBLV	4/8/2020	5/8/2020	97	-	-	-	-	97
KiwiCo, Inc.	ST-IPF5C2TI	4/19/2020	5/19/2020	119	-	-	-	-	119
KiwiCo, Inc.	ST-IPHJCOGY	4/8/2020	5/8/2020	131	-	-	-	-	131
KiwiCo, Inc.	ST-IPK5JS6Y	4/19/2020	5/19/2020	97	-	-	-	-	97
Krav Maga of Orange County LLC	112	3/30/2020	4/29/2020	96	-	-	-	-	96
Krav Maga of Orange County LLC	56	3/30/2020	4/29/2020	475	-	-	-	-	475
Kristen Tjio	48	4/3/2020	5/3/2020	120	-	-	-	-	120
Kumon Center Orange - North	30	4/1/2020	5/1/2020	840	-	-	-	-	840
Kumon Math & Reading Center of Yor	1-A	4/10/2020	5/10/2020	840	-	-	-	-	840
Kumon Mission Viejo-Civic Center	4	4/17/2020	5/17/2020	520	-	-	-	-	520
Kumon of Brea	DOURAC62	4/10/2020	5/10/2020	540	-	-	-	-	540
LA Excel Driving School	250010	4/17/2020	5/17/2020	541	-	-	-	-	541
LA Galaxy San Diego	47	1/24/2020	2/23/2020	1,663	-	-	-	-	1,663
Lakeshore	3262910420	4/3/2020	5/3/2020	69	-	-	-	-	69
Lakeshore	3286740420	4/3/2020	5/3/2020	25	-	-	-	-	25
Lakeshore	3505460320	3/27/2020	4/26/2020	102	-	-	-	-	102
Lakeshore	3588280420	4/2/2020	5/2/2020	86	-	-	-	-	86
Lakeshore	3610230420	4/3/2020	5/3/2020	40	-	-	-	-	40
Lakeshore	3613490420	4/3/2020	5/3/2020	72	-	-	-	-	72
Lakeshore	3618260420	4/3/2020	5/3/2020	87	-	-	-	-	87
Lakeshore	3618960420	4/3/2020	5/3/2020	108	-	-	-	-	108
Lakeshore	3629310420	4/3/2020	5/3/2020	194	-	-	-	-	194
Lakeshore	3629320420	4/3/2020	5/3/2020	31	-	-	-	-	31
Lakeshore	3641490420	4/3/2020	5/3/2020	56	-	-	-	-	56
Lakeshore	3643560420	4/3/2020	5/3/2020	61	-	-	-	-	61
Lakeshore	3644090420	4/3/2020	5/3/2020	50	-	-	-	-	50
Lakeshore	3652410420	4/3/2020	5/3/2020	270	-	-	-	-	270
Lakeshore	3662250420	4/3/2020	5/3/2020	97	-	-	-	-	97
Lakeshore	3662260420	4/2/2020	5/2/2020	12	-	-	-	-	12
Lakeshore	3662700420	4/3/2020	5/3/2020	12	-	-	-	-	12
Lakeshore	3662710420	4/3/2020	5/3/2020	12	-	-	-	-	12
Lakeshore	3662720420	4/3/2020	5/3/2020	12	-	-	-	-	12
Lakeshore	3663020420	4/2/2020	5/2/2020	12	-	-	-	-	12
Lakeshore	3663030420	4/3/2020	5/3/2020	92	-	-	-	-	92
Lakeshore	3674360420	4/8/2020	5/8/2020	43	-	-	-	-	43
Lakeshore	3705790420	4/7/2020	5/7/2020	74	-	-	-	-	74
Lakeshore	3711050420	4/7/2020	5/7/2020	47	-	-	-	-	47

Cabrillo Point Academy
Accounts Payable Aging
April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Lakeshore	3712770420	4/7/2020	5/7/2020	215	-	-	-	-	215
Lakeshore	3769490420	4/8/2020	5/8/2020	34	-	-	-	-	34
Lakeshore	3787700420	4/8/2020	5/8/2020	161	-	-	-	-	161
Lakeshore	3787740420	4/8/2020	5/8/2020	204	-	-	-	-	204
Lakeshore	3788560420	4/8/2020	5/8/2020	39	-	-	-	-	39
Lakeshore	3790460420	4/8/2020	5/8/2020	59	-	-	-	-	59
Laura Meer	04232008	4/23/2020	5/23/2020	160	-	-	-	-	160
Laura4Math, Inc.	004	4/22/2020	5/22/2020	280	-	-	-	-	280
Learning For All	124	4/9/2020	5/9/2020	600	-	-	-	-	600
Learning Without Tears	INV64757	4/2/2020	5/2/2020	38	-	-	-	-	38
Learning Without Tears	INV65250	4/2/2020	5/2/2020	9	-	-	-	-	9
Learning Without Tears	INV66626	4/8/2020	5/8/2020	12	-	-	-	-	12
Learning Without Tears	INV67191	4/8/2020	5/8/2020	16	-	-	-	-	16
Learning Without Tears	INV67212	4/8/2020	5/8/2020	16	-	-	-	-	16
Learning Without Tears	INV68374	4/9/2020	5/9/2020	16	-	-	-	-	16
Learning Without Tears	INV69063	4/15/2020	5/15/2020	56	-	-	-	-	56
Learning Without Tears	INV70243	4/21/2020	5/21/2020	32	-	-	-	-	32
Lee's Tae Kwon Do	20200401	4/1/2020	5/1/2020	750	-	-	-	-	750
Lee's Tae Kwon Do	20200402	4/2/2020	5/2/2020	450	-	-	-	-	450
Legacy of Valor & Excellence	lg004	4/9/2020	5/9/2020	1,390	-	-	-	-	1,390
LEGO Education	1190421882	3/20/2020	5/19/2020	364	-	-	-	-	364
LEGO Education	1190422673	4/3/2020	6/2/2020	867	-	-	-	-	867
LEGO Education	1190423224	3/17/2020	5/16/2020	240	-	-	-	-	240
LEGO Education	1190424453	4/10/2020	6/9/2020	240	-	-	-	-	240
Let's Communicate, Inc.	26145	3/31/2020	4/30/2020	780	-	-	-	-	780
Lexia Learners with Coach Jess	AP-2020.1	4/20/2020	5/20/2020	1,280	-	-	-	-	1,280
Lighthouse Therapy LLC	148	3/3/2020	4/2/2020	12,299	-	-	-	-	12,299
Lighthouse Therapy LLC	162	4/2/2020	5/2/2020	19,281	-	-	-	-	19,281
Lil' Chef School	0044	4/1/2020	5/1/2020	484	-	-	-	-	484
Lindamood-Bell Learning Processes	SIN197350	4/1/2020	5/31/2020	2,925	-	-	-	-	2,925
Lindamood-Bell Learning Processes	SIN197351	4/1/2020	5/31/2020	5,616	-	-	-	-	5,616
Lindamood-Bell Learning Processes	SIN197394	4/2/2020	6/1/2020	4,160	-	-	-	-	4,160
Linden Tree Learning	036	3/31/2020	4/30/2020	3,201	-	-	-	-	3,201
Ling Chou	207-2020-.MAR	3/27/2020	4/26/2020	72	-	-	-	-	72
Ling Chou	209-2020-APR	4/28/2020	5/28/2020	72	-	-	-	-	72
Lisa Schron	1031	4/8/2020	5/8/2020	180	-	-	-	-	180
Little Passports	111807100	3/31/2020	4/30/2020	110	-	-	-	-	110
Little Passports	111807105	3/31/2020	4/30/2020	129	-	-	-	-	129
Little Passports	111807116	3/31/2020	4/30/2020	110	-	-	-	-	110
Little Passports	111807144	3/31/2020	4/30/2020	161	-	-	-	-	161

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Little Passports	111807146	3/31/2020	4/30/2020	129	-	-	-	-	129
Little Passports	111975295	4/15/2020	5/15/2020	110	-	-	-	-	110
Little Passports	111975384	4/15/2020	5/15/2020	141	-	-	-	-	141
Little Passports	111975413	4/15/2020	5/15/2020	129	-	-	-	-	129
Little Passports	111975417	4/15/2020	5/15/2020	195	-	-	-	-	195
Little Passports	112131596	4/15/2020	5/15/2020	161	-	-	-	-	161
Little Passports	112131622	4/15/2020	5/15/2020	111	-	-	-	-	111
Little Surf Co.	1159	4/8/2020	5/8/2020	312	-	-	-	-	312
Live Education Inc.	9904	4/10/2020	5/10/2020	492	-	-	-	-	492
LivelyLatin	0407-0758	4/7/2020	5/7/2020	200	-	-	-	-	200
Logic of English	INV8845	4/15/2020	5/15/2020	68	-	-	-	-	68
Logic of English	INV8850	4/15/2020	5/15/2020	371	-	-	-	-	371
Logic of English	INV8851	4/15/2020	5/15/2020	288	-	-	-	-	288
Logical Progression LLC	105LP	4/7/2020	5/7/2020	320	-	-	-	-	320
Lori Guerrero	Peacock #001	4/10/2020	5/10/2020	450	-	-	-	-	450
Los Rios Rock School	0008	4/20/2020	5/20/2020	450	-	-	-	-	450
Lotus Educational Services	1518	4/6/2020	5/21/2020	225	-	-	-	-	225
Lucid Speech and Language	March2020Cabillo	4/9/2020	5/9/2020	2,375	-	-	-	-	2,375
Lucy Conway	1	3/30/2020	4/29/2020	5,370	-	-	-	-	5,370
Mad Dog Math	4189	3/30/2020	4/29/2020	1,144	-	-	-	-	1,144
Mad Dog Math	4201	4/10/2020	5/10/2020	61	-	-	-	-	61
Magdalena Ecke Family YMCA	501	4/20/2020	5/20/2020	2,043	-	-	-	-	2,043
Margaret Morghen	29	4/5/2020	5/5/2020	400	-	-	-	-	400
Margie Enyeart	402	4/7/2020	5/7/2020	660	-	-	-	-	660
Mark Howard	9	4/23/2020	5/23/2020	1,125	-	-	-	-	1,125
Marnie Cooper School of Acting	RENKEN1	4/6/2020	5/6/2020	1,000	-	-	-	-	1,000
Martha Desmond	CPA-07	4/1/2020	5/1/2020	1,582	-	-	-	-	1,582
Math Tutoring with Stephanie	002	4/20/2020	5/20/2020	80	-	-	-	-	80
Math Tutoring with Stephanie	003	4/20/2020	5/20/2020	80	-	-	-	-	80
Math-U-See Inc.	0598443-IN	2/26/2020	4/26/2020	68	-	-	-	-	68
Math-U-See Inc.	0599103-IN	3/2/2020	5/1/2020	41	-	-	-	-	41
Math-U-See Inc.	0599834-IN	3/6/2020	5/5/2020	276	-	-	-	-	276
Math-U-See Inc.	0599836-IN	3/6/2020	5/5/2020	109	-	-	-	-	109
Math-U-See Inc.	0599863-IN	3/6/2020	5/5/2020	56	-	-	-	-	56
Math-U-See Inc.	0599866-IN	3/6/2020	5/5/2020	91	-	-	-	-	91
Math-U-See Inc.	0599867-IN	3/6/2020	5/5/2020	56	-	-	-	-	56
Math-U-See Inc.	0600017-IN	3/9/2020	5/8/2020	166	-	-	-	-	166
Math-U-See Inc.	0600026-IN	3/9/2020	5/8/2020	128	-	-	-	-	128
Math-U-See Inc.	0600322-IN	3/10/2020	5/9/2020	162	-	-	-	-	162
Math-U-See Inc.	0600803-IN	3/12/2020	5/11/2020	56	-	-	-	-	56

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Math-U-See Inc.	0600920-IN	3/12/2020	5/11/2020	159	-	-	-	-	159
Math-U-See Inc.	0601446-IN	3/17/2020	5/16/2020	123	-	-	-	-	123
Math-U-See Inc.	0602391-IN	3/20/2020	5/19/2020	124	-	-	-	-	124
Math-U-See Inc.	0602921-IN	3/24/2020	5/23/2020	203	-	-	-	-	203
Math-U-See Inc.	0603153-IN	3/24/2020	5/23/2020	68	-	-	-	-	68
Math-U-See Inc.	0603498-IN	3/26/2020	5/25/2020	116	-	-	-	-	116
Math-U-See Inc.	0603829-IN	3/27/2020	5/26/2020	56	-	-	-	-	56
Math-U-See Inc.	0603830-IN	3/27/2020	5/26/2020	57	-	-	-	-	57
Math-U-See Inc.	0603832-IN	3/27/2020	5/26/2020	56	-	-	-	-	56
Math-U-See Inc.	0604485-IN	3/31/2020	5/30/2020	68	-	-	-	-	68
Math-U-See Inc.	0604778-IN	4/1/2020	5/31/2020	149	-	-	-	-	149
Math-U-See Inc.	0604782-IN	4/1/2020	5/31/2020	119	-	-	-	-	119
Math-U-See Inc.	0604795-IN	4/1/2020	5/31/2020	116	-	-	-	-	116
Math-U-See Inc.	0604799-IN	4/1/2020	5/31/2020	151	-	-	-	-	151
Math-U-See Inc.	0604801-IN	4/1/2020	5/31/2020	97	-	-	-	-	97
Math-U-See Inc.	0604803-IN	4/1/2020	5/31/2020	149	-	-	-	-	149
Math-U-See Inc.	0605207-IN	4/3/2020	6/2/2020	174	-	-	-	-	174
Math-U-See Inc.	0605222-IN	4/3/2020	6/2/2020	174	-	-	-	-	174
Math-U-See Inc.	0605602-IN	4/6/2020	6/5/2020	41	-	-	-	-	41
Math-U-See Inc.	0605603-IN	4/6/2020	6/5/2020	41	-	-	-	-	41
Math-U-See Inc.	0605680-IN	4/7/2020	6/6/2020	122	-	-	-	-	122
Math-U-See Inc.	0605703-IN	4/7/2020	6/6/2020	56	-	-	-	-	56
Math-U-See Inc.	0605705-IN	4/7/2020	6/6/2020	56	-	-	-	-	56
Math-U-See Inc.	0605707-IN	4/7/2020	6/6/2020	57	-	-	-	-	57
Math-U-See Inc.	0605709-IN	4/7/2020	6/6/2020	56	-	-	-	-	56
Math-U-See Inc.	0606101-IN	4/8/2020	6/7/2020	61	-	-	-	-	61
Math-U-See Inc.	0606102-IN	4/8/2020	6/7/2020	68	-	-	-	-	68
Math-U-See Inc.	0606461-IN	4/13/2020	6/12/2020	97	-	-	-	-	97
Math-U-See Inc.	0606462-IN	4/13/2020	6/12/2020	97	-	-	-	-	97
Math-U-See Inc.	0606466-IN	4/13/2020	6/12/2020	56	-	-	-	-	56
Math-U-See Inc.	0609444-IN	4/23/2020	6/22/2020	116	-	-	-	-	116
Mathnasium of Eastlake	138	4/22/2020	5/22/2020	825	-	-	-	-	825
Mathnasium of Newport Beach	102	4/1/2020	5/1/2020	300	-	-	-	-	300
Mathnasium of Newport Beach	116	4/17/2020	5/17/2020	399	-	-	-	-	399
Mathnasium of Newport Beach	202	4/1/2020	5/1/2020	219	-	-	-	-	219
McColgan & Associates INC	3579	4/12/2020	4/12/2020	4,776	-	-	-	-	4,776
McCoy Rigby Arts, Inc.	A.Paulino3-31	3/31/2020	4/30/2020	49	-	-	-	-	49
Megan Doty	DOTY040220	4/2/2020	5/2/2020	43	-	-	-	-	43
MEL Science Ltd	CW202040510	4/5/2020	5/5/2020	279	-	-	-	-	279
MEL Science Ltd	LH202004059	4/5/2020	5/5/2020	279	-	-	-	-	279

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
MEL Science Ltd	SW2020041421	4/14/2020	5/14/2020	279	-	-	-	-	279
Melinda Call	2Eastburn	4/2/2020	5/2/2020	360	-	-	-	-	360
Melinda Call	2Kelley	4/2/2020	5/2/2020	300	-	-	-	-	300
Meridian Academy	82	3/7/2020	4/6/2020	3,000	-	-	-	-	3,000
Michelle Diniakos	6	3/30/2020	4/29/2020	1,170	-	-	-	-	1,170
Michelle Diniakos	7	4/3/2020	5/3/2020	450	-	-	-	-	450
Michelle Diniakos	9	4/7/2020	5/7/2020	360	-	-	-	-	360
Mobile Tutors	2	4/16/2020	5/16/2020	4,850	-	-	-	-	4,850
Moken Enterprises, Inc	8026	3/31/2020	4/30/2020	348	-	-	-	-	348
Molly's Music	7A	4/10/2020	5/10/2020	468	-	-	-	-	468
Momentum Dance Center LLC 2	808	4/6/2020	5/6/2020	45	-	-	-	-	45
Momentum Dance Center LLC 2	809	4/6/2020	5/6/2020	62	-	-	-	-	62
Momentum Dance Center LLC 2	810	4/6/2020	5/6/2020	90	-	-	-	-	90
Momentum Dance Center LLC 2	811	4/6/2020	5/6/2020	90	-	-	-	-	90
Momentum Dance Center LLC 2	812	4/6/2020	5/6/2020	62	-	-	-	-	62
Momentum Dance Center LLC 2	813	4/6/2020	5/6/2020	500	-	-	-	-	500
Momentum Dance Center LLC 2	814	4/6/2020	5/6/2020	62	-	-	-	-	62
Momentum Dance Center LLC 2	815	4/6/2020	5/6/2020	239	-	-	-	-	239
Monica Basurto	131	3/28/2020	4/27/2020	200	-	-	-	-	200
Morey's Music Store, Inc.	1105207	4/22/2020	5/22/2020	38	-	-	-	-	38
Moving Beyond the Page	211585	3/30/2020	4/29/2020	940	-	-	-	-	940
Moving Beyond the Page	211588	3/30/2020	4/29/2020	908	-	-	-	-	908
Moving Beyond the Page	211710	4/1/2020	5/1/2020	37	-	-	-	-	37
Moving Beyond the Page	211721	4/2/2020	5/2/2020	100	-	-	-	-	100
Moving Beyond the Page	211722	4/2/2020	5/2/2020	130	-	-	-	-	130
Moving Beyond the Page	211870	4/7/2020	5/7/2020	288	-	-	-	-	288
Moving Beyond the Page	212085	4/15/2020	5/15/2020	48	-	-	-	-	48
Moving Beyond the Page	212098	4/15/2020	5/15/2020	95	-	-	-	-	95
Moving Beyond the Page	212202	4/16/2020	5/16/2020	44	-	-	-	-	44
Moving Beyond the Page	212554	4/23/2020	5/23/2020	631	-	-	-	-	631
MoxieBox Art, Inc	5743	3/31/2020	4/30/2020	107	-	-	-	-	107
Ms. Ree Math, LLC	Sharif14	4/23/2020	5/23/2020	120	-	-	-	-	120
Ms. Ree Math, LLC	Sharif15	4/23/2020	5/23/2020	160	-	-	-	-	160
Ms. Ree Math, LLC	Yasin16	4/23/2020	5/23/2020	160	-	-	-	-	160
Murphy Language Arts, LLC	INV0104	4/2/2020	5/2/2020	298	-	-	-	-	298
Murrieta Academy of Music	63934	4/6/2020	5/6/2020	280	-	-	-	-	280
Music Vault Academy	0000015	1/15/2020	2/14/2020	3,666	-	-	-	-	3,666
Music Vault Academy	202003	4/22/2020	5/22/2020	650	-	-	-	-	650
Musical Theatre Orange County	SMITH108	4/2/2020	5/1/2020	1,360	-	-	-	-	1,360
My Music School	2854	4/20/2020	5/20/2020	90	-	-	-	-	90

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Myriam Le Van	5	4/10/2020	5/10/2020	200	-	-	-	-	200
Nancy Watilo	010	4/14/2020	5/14/2020	1,626	-	-	-	-	1,626
Natalia Gubenko	1014	4/5/2020	5/5/2020	2,250	-	-	-	-	2,250
Natalie Neal M.A. CCC-SLP	1499	3/31/2020	4/30/2020	2,100	-	-	-	-	2,100
Natalie Pasqueralli	1008	4/7/2020	5/7/2020	53	-	-	-	-	53
Natalie Pasqueralli	1009	4/7/2020	5/7/2020	53	-	-	-	-	53
Natalie Pasqueralli	1010	4/15/2020	5/15/2020	53	-	-	-	-	53
Natalie Pasqueralli	1011	4/15/2020	5/15/2020	53	-	-	-	-	53
Natalie Pasqueralli	1012	4/21/2020	5/21/2020	53	-	-	-	-	53
Natalie Pasqueralli	1013	4/21/2020	5/21/2020	53	-	-	-	-	53
Nature Watch	150373	4/1/2020	5/1/2020	202	-	-	-	-	202
Nature Watch	150686A	4/20/2020	5/20/2020	139	-	-	-	-	139
New California Conservatory	C008	3/31/2020	4/30/2020	360	-	-	-	-	360
New West Ballet School	56	4/1/2020	5/1/2020	240	-	-	-	-	240
New West Ballet School	57	4/1/2020	5/1/2020	80	-	-	-	-	80
Newport Sea Base	99	4/3/2020	5/3/2020	1,605	-	-	-	-	1,605
Nichols Speech, Inc.	14506	4/10/2020	5/10/2020	2,435	-	-	-	-	2,435
Nicole Fredericks	2020-095934	4/7/2020	5/7/2020	400	-	-	-	-	400
Nicole Fredericks	2020-095944	4/7/2020	5/7/2020	400	-	-	-	-	400
Nicole Fredericks	2020-095957	4/7/2020	5/7/2020	400	-	-	-	-	400
Nicole Thomas	2251	4/18/2020	5/18/2020	20	-	-	-	-	20
No Hawaiki Nui	0001	4/10/2020	5/10/2020	280	-	-	-	-	280
Noelle Catiller	10-CPA	4/17/2020	5/17/2020	540	-	-	-	-	540
Noelle Catiller	11-CPA	4/22/2020	5/22/2020	256	-	-	-	-	256
Norris Performing Arts Center	32	4/6/2020	5/6/2020	2,155	-	-	-	-	2,155
North Star Tutoring	2020-104534	4/9/2020	5/9/2020	1,440	-	-	-	-	1,440
Oak Meadow Inc.	100155	4/3/2020	5/3/2020	128	-	-	-	-	128
Oak Meadow Inc.	100157	4/3/2020	5/3/2020	170	-	-	-	-	170
OC All Stars Cheer & Dance, Inc	40601	4/6/2020	5/6/2020	68	-	-	-	-	68
OC All Stars Cheer & Dance, Inc	40602	4/6/2020	5/6/2020	120	-	-	-	-	120
OC All Stars Cheer & Dance, Inc	40603	4/6/2020	5/6/2020	60	-	-	-	-	60
OC All Stars Cheer & Dance, Inc	40604	4/6/2020	5/6/2020	60	-	-	-	-	60
OC All Stars Cheer & Dance, Inc	40605	4/6/2020	5/6/2020	52	-	-	-	-	52
OC All Stars Cheer & Dance, Inc	40606	4/6/2020	5/6/2020	60	-	-	-	-	60
OC All Stars Cheer & Dance, Inc	40607	4/6/2020	5/6/2020	60	-	-	-	-	60
OC All Stars Cheer & Dance, Inc	40608	4/6/2020	5/6/2020	450	-	-	-	-	450
Oki Tumbling Factory LLC	20200301	4/7/2020	5/7/2020	537	-	-	-	-	537
Olympia Training Center	12022	4/14/2020	5/14/2020	1,776	-	-	-	-	1,776
One-on-One Tutoring	061	4/2/2020	5/2/2020	300	-	-	-	-	300
One-on-One Tutoring	062	4/15/2020	5/15/2020	225	-	-	-	-	225

Cabrillo Point Academy**Accounts Payable Aging**

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Optimus Learning School	04072020	4/13/2020	5/13/2020	300	-	-	-	-	300
Optimus Learning School	04072020A	4/13/2020	5/13/2020	300	-	-	-	-	300
Orange County Speech Services	1516	3/31/2020	4/30/2020	1,575	-	-	-	-	1,575
Outschool, Inc.	15047	3/30/2020	4/29/2020	15	-	-	-	-	15
Outschool, Inc.	15049	3/30/2020	4/29/2020	145	-	-	-	-	145
Outschool, Inc.	15050	3/30/2020	4/29/2020	55	-	-	-	-	55
Outschool, Inc.	15051	3/30/2020	4/29/2020	115	-	-	-	-	115
Outschool, Inc.	15052	3/30/2020	4/29/2020	75	-	-	-	-	75
Outschool, Inc.	15053	3/30/2020	4/29/2020	55	-	-	-	-	55
Outschool, Inc.	15054	3/30/2020	4/29/2020	150	-	-	-	-	150
Outschool, Inc.	15055	3/30/2020	4/29/2020	150	-	-	-	-	150
Outschool, Inc.	15056	3/30/2020	4/29/2020	17	-	-	-	-	17
Outschool, Inc.	15057	3/30/2020	4/29/2020	17	-	-	-	-	17
Outschool, Inc.	15058	3/30/2020	4/29/2020	200	-	-	-	-	200
Outschool, Inc.	15059	3/30/2020	4/29/2020	200	-	-	-	-	200
Outschool, Inc.	15060	3/30/2020	4/29/2020	200	-	-	-	-	200
Outschool, Inc.	15061	3/30/2020	4/29/2020	75	-	-	-	-	75
Outschool, Inc.	15062	3/30/2020	4/29/2020	15	-	-	-	-	15
Outschool, Inc.	15063	3/30/2020	4/29/2020	150	-	-	-	-	150
Outschool, Inc.	15064	3/30/2020	4/29/2020	40	-	-	-	-	40
Outschool, Inc.	15065	3/30/2020	4/29/2020	6	-	-	-	-	6
Outschool, Inc.	15066	3/30/2020	4/29/2020	6	-	-	-	-	6
Outschool, Inc.	15067	3/30/2020	4/29/2020	17	-	-	-	-	17
Outschool, Inc.	15068	3/30/2020	4/29/2020	200	-	-	-	-	200
Outschool, Inc.	15069	3/30/2020	4/29/2020	30	-	-	-	-	30
Outschool, Inc.	15070	3/30/2020	4/29/2020	150	-	-	-	-	150
Outschool, Inc.	15071	3/30/2020	4/29/2020	50	-	-	-	-	50
Outschool, Inc.	15072	3/30/2020	4/29/2020	15	-	-	-	-	15
Outschool, Inc.	15073	3/30/2020	4/29/2020	18	-	-	-	-	18
Outschool, Inc.	15074	3/30/2020	4/29/2020	55	-	-	-	-	55
Outschool, Inc.	15075	3/30/2020	4/29/2020	60	-	-	-	-	60
Outschool, Inc.	15076	3/30/2020	4/29/2020	15	-	-	-	-	15
Outschool, Inc.	15077	3/30/2020	4/29/2020	48	-	-	-	-	48
Outschool, Inc.	15078	3/30/2020	4/29/2020	60	-	-	-	-	60
Outschool, Inc.	15079	3/30/2020	4/29/2020	96	-	-	-	-	96
Outschool, Inc.	15080	3/30/2020	4/29/2020	10	-	-	-	-	10
Outschool, Inc.	15081	3/30/2020	4/29/2020	66	-	-	-	-	66
Outschool, Inc.	15665	4/6/2020	5/6/2020	40	-	-	-	-	40
Outschool, Inc.	15666	4/6/2020	5/6/2020	18	-	-	-	-	18
Outschool, Inc.	15667	4/6/2020	5/6/2020	45	-	-	-	-	45

Cabrillo Point Academy**Accounts Payable Aging**

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Otschool, Inc.	15668	4/6/2020	5/6/2020	10	-	-	-	-	10
Otschool, Inc.	15669	4/6/2020	5/6/2020	15	-	-	-	-	15
Otschool, Inc.	15670	4/6/2020	5/6/2020	15	-	-	-	-	15
Otschool, Inc.	15671	4/6/2020	5/6/2020	60	-	-	-	-	60
Otschool, Inc.	15672	4/6/2020	5/6/2020	120	-	-	-	-	120
Otschool, Inc.	15673	4/6/2020	5/6/2020	100	-	-	-	-	100
Otschool, Inc.	15674	4/6/2020	5/6/2020	90	-	-	-	-	90
Otschool, Inc.	15675	4/6/2020	5/6/2020	130	-	-	-	-	130
Otschool, Inc.	15676	4/6/2020	5/6/2020	85	-	-	-	-	85
Otschool, Inc.	15677	4/6/2020	5/6/2020	89	-	-	-	-	89
Otschool, Inc.	15678	4/6/2020	5/6/2020	89	-	-	-	-	89
Otschool, Inc.	15679	4/6/2020	5/6/2020	35	-	-	-	-	35
Otschool, Inc.	15680	4/6/2020	5/6/2020	10	-	-	-	-	10
Otschool, Inc.	16165	4/13/2020	5/13/2020	45	-	-	-	-	45
Otschool, Inc.	16166	4/13/2020	5/13/2020	180	-	-	-	-	180
Otschool, Inc.	16167	4/13/2020	5/13/2020	60	-	-	-	-	60
Otschool, Inc.	16168	4/13/2020	5/13/2020	75	-	-	-	-	75
Otschool, Inc.	16169	4/13/2020	5/13/2020	60	-	-	-	-	60
Otschool, Inc.	16170	4/13/2020	5/13/2020	25	-	-	-	-	25
Otschool, Inc.	16171	4/13/2020	5/13/2020	55	-	-	-	-	55
Otschool, Inc.	16172	4/13/2020	5/13/2020	48	-	-	-	-	48
Otschool, Inc.	16173	4/13/2020	5/13/2020	55	-	-	-	-	55
Otschool, Inc.	16174	4/13/2020	5/13/2020	70	-	-	-	-	70
Otschool, Inc.	16175	4/13/2020	5/13/2020	55	-	-	-	-	55
Otschool, Inc.	16176	4/13/2020	5/13/2020	140	-	-	-	-	140
Otschool, Inc.	16177	4/13/2020	5/13/2020	140	-	-	-	-	140
Otschool, Inc.	16178	4/13/2020	5/13/2020	15	-	-	-	-	15
Otschool, Inc.	16179	4/13/2020	5/13/2020	48	-	-	-	-	48
Otschool, Inc.	16180	4/13/2020	5/13/2020	180	-	-	-	-	180
Otschool, Inc.	16181	4/13/2020	5/13/2020	45	-	-	-	-	45
Otschool, Inc.	16182	4/13/2020	5/13/2020	12	-	-	-	-	12
Otschool, Inc.	16183	4/13/2020	5/13/2020	57	-	-	-	-	57
Otschool, Inc.	16184	4/13/2020	5/13/2020	48	-	-	-	-	48
Otschool, Inc.	16185	4/13/2020	5/13/2020	10	-	-	-	-	10
Otschool, Inc.	16186	4/13/2020	5/13/2020	10	-	-	-	-	10
Otschool, Inc.	16187	4/13/2020	5/13/2020	20	-	-	-	-	20
Otschool, Inc.	16188	4/13/2020	5/13/2020	160	-	-	-	-	160
Otschool, Inc.	16189	4/13/2020	5/13/2020	27	-	-	-	-	27
Otschool, Inc.	16190	4/13/2020	5/13/2020	27	-	-	-	-	27
Otschool, Inc.	16191	4/13/2020	5/13/2020	10	-	-	-	-	10

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Outschool, Inc.	16192	4/13/2020	5/13/2020	120	-	-	-	-	120
Outschool, Inc.	16193	4/13/2020	5/13/2020	120	-	-	-	-	120
Outschool, Inc.	16194	4/13/2020	5/13/2020	100	-	-	-	-	100
Outschool, Inc.	16195	4/13/2020	5/13/2020	60	-	-	-	-	60
Outschool, Inc.	16196	4/13/2020	5/13/2020	170	-	-	-	-	170
Outschool, Inc.	16197	4/13/2020	5/13/2020	15	-	-	-	-	15
Outschool, Inc.	16198	4/13/2020	5/13/2020	15	-	-	-	-	15
Outschool, Inc.	16199	4/13/2020	5/13/2020	29	-	-	-	-	29
Outschool, Inc.	16200	4/13/2020	5/13/2020	29	-	-	-	-	29
Outschool, Inc.	16201	4/13/2020	5/13/2020	160	-	-	-	-	160
Outschool, Inc.	16832	4/20/2020	5/20/2020	48	-	-	-	-	48
Outschool, Inc.	16833	4/20/2020	5/20/2020	20	-	-	-	-	20
Outschool, Inc.	16834	4/20/2020	5/20/2020	50	-	-	-	-	50
Outschool, Inc.	16835	4/20/2020	5/20/2020	48	-	-	-	-	48
Outschool, Inc.	16836	4/20/2020	5/20/2020	68	-	-	-	-	68
Outschool, Inc.	16837	4/20/2020	5/20/2020	48	-	-	-	-	48
Outschool, Inc.	16838	4/20/2020	5/20/2020	48	-	-	-	-	48
Outschool, Inc.	16839	4/20/2020	5/20/2020	14	-	-	-	-	14
Outschool, Inc.	16840	4/20/2020	5/20/2020	18	-	-	-	-	18
Outschool, Inc.	16841	4/20/2020	5/20/2020	14	-	-	-	-	14
Outschool, Inc.	16842	4/20/2020	5/20/2020	10	-	-	-	-	10
Outschool, Inc.	16843	4/20/2020	5/20/2020	96	-	-	-	-	96
Outschool, Inc.	16844	4/20/2020	5/20/2020	18	-	-	-	-	18
Outschool, Inc.	16845	4/20/2020	5/20/2020	15	-	-	-	-	15
Outschool, Inc.	16846	4/20/2020	5/20/2020	55	-	-	-	-	55
Outschool, Inc.	16847	4/20/2020	5/20/2020	30	-	-	-	-	30
Outschool, Inc.	16848	4/20/2020	5/20/2020	59	-	-	-	-	59
Outschool, Inc.	16850	4/20/2020	5/20/2020	18	-	-	-	-	18
Outschool, Inc.	16851	4/20/2020	5/20/2020	6	-	-	-	-	6
Outschool, Inc.	16852	4/20/2020	5/20/2020	12	-	-	-	-	12
Outschool, Inc.	16853	4/20/2020	5/20/2020	59	-	-	-	-	59
Outschool, Inc.	16855	4/20/2020	5/20/2020	5	-	-	-	-	5
Outschool, Inc.	16856	4/20/2020	5/20/2020	100	-	-	-	-	100
Outschool, Inc.	16857	4/20/2020	5/20/2020	140	-	-	-	-	140
Outschool, Inc.	16858	4/20/2020	5/20/2020	75	-	-	-	-	75
Outschool, Inc.	16859	4/20/2020	5/20/2020	120	-	-	-	-	120
Outside the Box Creation	1074	3/27/2020	4/26/2020	127	-	-	-	-	127
Owlcrate Enterprises Inc	INV-0055	4/1/2020	5/1/2020	113	-	-	-	-	113
Owlcrate Enterprises Inc	INV-0056	4/1/2020	5/1/2020	219	-	-	-	-	219
Owlcrate Enterprises Inc	INV-0057	4/1/2020	5/1/2020	219	-	-	-	-	219

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Owlcrate Enterprises Inc	INV-0058	4/1/2020	5/1/2020	219	-	-	-	-	219
Owlcrate Enterprises Inc	INV-0059	4/1/2020	5/1/2020	219	-	-	-	-	219
Owlcrate Enterprises Inc	INV-0060	4/1/2020	5/1/2020	219	-	-	-	-	219
Owlcrate Enterprises Inc	INV-0061	4/1/2020	5/1/2020	113	-	-	-	-	113
Owlcrate Enterprises Inc	INV-0124	4/22/2020	5/22/2020	113	-	-	-	-	113
Owlcrate Enterprises Inc	INV-0125	4/22/2020	5/22/2020	232	-	-	-	-	232
Pacific Ballet Conservatory	7	4/1/2020	5/1/2020	1,532	-	-	-	-	1,532
Pamela Y. Worcester	ARCE0008	4/17/2020	5/17/2020	400	-	-	-	-	400
Paul Ciolek	100,014	3/28/2020	4/27/2020	495	-	-	-	-	495
Paul Ciolek	100,017	4/22/2020	5/22/2020	480	-	-	-	-	480
PDGA USA, Inc.	626	4/9/2020	5/9/2020	210	-	-	-	-	210
PDGA USA, Inc.	627	4/9/2020	5/9/2020	210	-	-	-	-	210
Peace Hill Press, Inc. dba Well Trained	52049	4/1/2020	5/1/2020	79	-	-	-	-	79
Peace Hill Press, Inc. dba Well Trained	52062	4/2/2020	5/2/2020	80	-	-	-	-	80
Peace Hill Press, Inc. dba Well Trained	52086	4/10/2020	5/10/2020	102	-	-	-	-	102
Pearson Education Inc.	6001566092	4/6/2020	5/6/2020	(357)	-	-	-	-	(357)
Pen-Shan Hu	007	4/4/2020	5/4/2020	1,440	-	-	-	-	1,440
Performing Arts Empire	2020600	4/8/2020	5/8/2020	305	-	-	-	-	305
Performing Arts Empire	2020601	4/8/2020	5/8/2020	305	-	-	-	-	305
Performing Arts Empire	2020602	4/8/2020	5/8/2020	305	-	-	-	-	305
Performing Arts Empire	2020605	4/8/2020	5/8/2020	305	-	-	-	-	305
Performing Arts Empire	2020606	4/8/2020	5/8/2020	305	-	-	-	-	305
Performing Arts Empire	2020750	4/8/2020	5/8/2020	250	-	-	-	-	250
Performing Arts Empire	2020751	4/8/2020	5/8/2020	250	-	-	-	-	250
Performing Arts Empire	2020752	4/8/2020	5/8/2020	250	-	-	-	-	250
Performing Arts Empire	2020753	4/8/2020	5/8/2020	250	-	-	-	-	250
Performing Arts Empire	2020754	4/8/2020	5/8/2020	250	-	-	-	-	250
Performing Arts Empire	2020755	4/8/2020	5/8/2020	250	-	-	-	-	250
Performing Arts Empire	2020756	4/8/2020	5/8/2020	250	-	-	-	-	250
Performing Arts Empire	2020757	4/8/2020	5/8/2020	250	-	-	-	-	250
Performing Arts Empire	2020901	4/8/2020	5/8/2020	500	-	-	-	-	500
Performing Arts Empire	2020975	4/8/2020	5/8/2020	69	-	-	-	-	69
Performing Arts Empire	2020976	4/8/2020	5/8/2020	69	-	-	-	-	69
Performing Arts Empire	2020977	4/8/2020	5/8/2020	69	-	-	-	-	69
Phantom Projects Theatre Group	PPTG85916C003CPA	4/15/2020	5/15/2020	1,280	-	-	-	-	1,280
Phoenix Feather Academy of Music	10174	4/1/2020	5/1/2020	888	-	-	-	-	888
Pich Music Studio	24	4/20/2020	5/20/2020	90	-	-	-	-	90
Pin It! Maps,LLC	AB-3661	3/18/2020	5/17/2020	90	-	-	-	-	90
Play Your Part, Inc	3782	4/16/2020	5/16/2020	600	-	-	-	-	600
Pony Hayvin Ranch	1920-87	4/1/2020	5/1/2020	1,960	-	-	-	-	1,960

Cabrillo Point Academy**Accounts Payable Aging****April 30, 2020**

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Portal Languages - Costa Mesa	INV-3999	4/23/2020	5/23/2020	260	-	-	-	-	260
Prodigy Dance Co.	12A	4/14/2020	5/14/2020	282	-	-	-	-	282
Rachael Bratten	5	4/6/2020	5/6/2020	500	-	-	-	-	500
Rainbow Resource Center	2863305	3/9/2020	5/8/2020	286	-	-	-	-	286
Rainbow Resource Center	2863307	3/9/2020	5/8/2020	233	-	-	-	-	233
Rainbow Resource Center	2863312	3/9/2020	5/8/2020	163	-	-	-	-	163
Rainbow Resource Center	2863453	3/9/2020	5/8/2020	213	-	-	-	-	213
Rainbow Resource Center	2863771	3/9/2020	5/8/2020	139	-	-	-	-	139
Rainbow Resource Center	2863816	3/10/2020	5/9/2020	45	-	-	-	-	45
Rainbow Resource Center	2864381	3/10/2020	5/9/2020	98	-	-	-	-	98
Rainbow Resource Center	2864805	3/11/2020	5/10/2020	93	-	-	-	-	93
Rainbow Resource Center	2864806	3/11/2020	5/10/2020	213	-	-	-	-	213
Rainbow Resource Center	2864807	3/11/2020	5/10/2020	33	-	-	-	-	33
Rainbow Resource Center	2864916	3/11/2020	5/10/2020	89	-	-	-	-	89
Rainbow Resource Center	2864918	3/11/2020	5/10/2020	154	-	-	-	-	154
Rainbow Resource Center	2864932	3/17/2020	5/16/2020	253	-	-	-	-	253
Rainbow Resource Center	2865025	3/11/2020	5/10/2020	127	-	-	-	-	127
Rainbow Resource Center	2865205	3/11/2020	5/10/2020	76	-	-	-	-	76
Rainbow Resource Center	2865526	3/12/2020	5/11/2020	87	-	-	-	-	87
Rainbow Resource Center	2865650	3/12/2020	5/11/2020	36	-	-	-	-	36
Rainbow Resource Center	2865651	3/12/2020	5/11/2020	43	-	-	-	-	43
Rainbow Resource Center	2865700	3/12/2020	5/11/2020	59	-	-	-	-	59
Rainbow Resource Center	2866070	3/13/2020	5/12/2020	36	-	-	-	-	36
Rainbow Resource Center	2866704	3/16/2020	5/15/2020	60	-	-	-	-	60
Rainbow Resource Center	2866757	3/16/2020	5/15/2020	232	-	-	-	-	232
Rainbow Resource Center	2866772	3/16/2020	5/15/2020	157	-	-	-	-	157
Rainbow Resource Center	2866777	3/16/2020	5/15/2020	169	-	-	-	-	169
Rainbow Resource Center	2866778	3/16/2020	5/15/2020	23	-	-	-	-	23
Rainbow Resource Center	2866819	3/16/2020	5/15/2020	214	-	-	-	-	214
Rainbow Resource Center	2866884	3/16/2020	5/15/2020	76	-	-	-	-	76
Rainbow Resource Center	2867737	3/17/2020	5/16/2020	211	-	-	-	-	211
Rainbow Resource Center	2867742	3/17/2020	5/16/2020	47	-	-	-	-	47
Rainbow Resource Center	2868722	3/18/2020	5/17/2020	95	-	-	-	-	95
Rainbow Resource Center	2868727	3/18/2020	5/17/2020	328	-	-	-	-	328
Rainbow Resource Center	2868732	3/18/2020	5/17/2020	391	-	-	-	-	391
Rainbow Resource Center	2868996	3/18/2020	5/17/2020	74	-	-	-	-	74
Rainbow Resource Center	2869059	3/18/2020	5/17/2020	91	-	-	-	-	91
Rainbow Resource Center	2869837	3/19/2020	5/18/2020	488	-	-	-	-	488
Rainbow Resource Center	2870341	3/20/2020	5/19/2020	45	-	-	-	-	45
Rainbow Resource Center	2870457	3/20/2020	5/19/2020	55	-	-	-	-	55

Cabrillo Point Academy**Accounts Payable Aging**

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	2871027	3/20/2020	5/19/2020	145	-	-	-	-	145
Rainbow Resource Center	2871047	3/20/2020	5/19/2020	83	-	-	-	-	83
Rainbow Resource Center	2871535	3/23/2020	5/22/2020	131	-	-	-	-	131
Rainbow Resource Center	2871596	3/23/2020	5/22/2020	169	-	-	-	-	169
Rainbow Resource Center	2871597	3/23/2020	5/22/2020	60	-	-	-	-	60
Rainbow Resource Center	2871598	3/23/2020	5/22/2020	60	-	-	-	-	60
Rainbow Resource Center	2871599	3/23/2020	5/21/2020	145	-	-	-	-	145
Rainbow Resource Center	2871691	3/23/2020	5/22/2020	32	-	-	-	-	32
Rainbow Resource Center	2871696	3/23/2020	5/22/2020	135	-	-	-	-	135
Rainbow Resource Center	2871769	3/23/2020	5/22/2020	129	-	-	-	-	129
Rainbow Resource Center	2873150	3/24/2020	5/23/2020	91	-	-	-	-	91
Rainbow Resource Center	2873151	3/24/2020	5/23/2020	98	-	-	-	-	98
Rainbow Resource Center	2873165	3/24/2020	5/23/2020	180	-	-	-	-	180
Rainbow Resource Center	2873171	3/24/2020	5/23/2020	171	-	-	-	-	171
Rainbow Resource Center	2873175	3/24/2020	5/23/2020	98	-	-	-	-	98
Rainbow Resource Center	2873772	3/24/2020	5/23/2020	39	-	-	-	-	39
Rainbow Resource Center	2873778	3/24/2020	5/23/2020	120	-	-	-	-	120
Rainbow Resource Center	2875084	3/25/2020	5/24/2020	93	-	-	-	-	93
Rainbow Resource Center	2875087	3/25/2020	5/24/2020	213	-	-	-	-	213
Rainbow Resource Center	2875636	3/25/2020	5/24/2020	119	-	-	-	-	119
Rainbow Resource Center	2876981	3/26/2020	5/25/2020	40	-	-	-	-	40
Rainbow Resource Center	2876996	3/26/2020	5/25/2020	167	-	-	-	-	167
Rainbow Resource Center	2878289	3/27/2020	5/25/2020	46	-	-	-	-	46
Rainbow Resource Center	2878293	3/27/2020	5/26/2020	99	-	-	-	-	99
Rainbow Resource Center	2878298	3/27/2020	5/26/2020	308	-	-	-	-	308
Rainbow Resource Center	2878306	3/27/2020	5/26/2020	74	-	-	-	-	74
Rainbow Resource Center	2878307	3/27/2020	5/27/2020	160	-	-	-	-	160
Rainbow Resource Center	2879539	3/30/2020	4/29/2020	89	-	-	-	-	89
Rainbow Resource Center	2879542	3/30/2020	4/29/2020	89	-	-	-	-	89
Rainbow Resource Center	2879689	3/30/2020	4/29/2020	52	-	-	-	-	52
Rainbow Resource Center	2880443	3/30/2020	4/29/2020	64	-	-	-	-	64
Rainbow Resource Center	2880446	3/30/2020	4/29/2020	400	-	-	-	-	400
Rainbow Resource Center	2884294	4/1/2020	5/1/2020	232	-	-	-	-	232
Rainbow Resource Center	2884315	4/1/2020	5/1/2020	228	-	-	-	-	228
Rainbow Resource Center	2884319	4/1/2020	5/1/2020	381	-	-	-	-	381
Rainbow Resource Center	2884324	4/1/2020	5/1/2020	163	-	-	-	-	163
Rainbow Resource Center	2884326	4/1/2020	5/1/2020	115	-	-	-	-	115
Rainbow Resource Center	2884329	4/1/2020	5/1/2020	241	-	-	-	-	241
Rainbow Resource Center	2884332	4/1/2020	5/1/2020	74	-	-	-	-	74
Rainbow Resource Center	2885504	4/1/2020	5/1/2020	107	-	-	-	-	107

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	2885613	4/1/2020	5/31/2020	68	-	-	-	-	68
Rainbow Resource Center	2885617	4/1/2020	5/1/2020	23	-	-	-	-	23
Rainbow Resource Center	2885635	4/1/2020	5/1/2020	404	-	-	-	-	404
Rainbow Resource Center	2885645	4/1/2020	5/1/2020	29	-	-	-	-	29
Rainbow Resource Center	2887912	4/3/2020	5/2/2020	147	-	-	-	-	147
Rainbow Resource Center	2887991	4/3/2020	5/2/2020	159	-	-	-	-	159
Rainbow Resource Center	2888579	4/3/2020	5/2/2020	128	-	-	-	-	128
Rainbow Resource Center	2888584	4/3/2020	5/2/2020	98	-	-	-	-	98
Rainbow Resource Center	2888598	4/3/2020	5/2/2020	200	-	-	-	-	200
Rainbow Resource Center	2895265	4/8/2020	5/8/2020	34	-	-	-	-	34
Rainbow Resource Center	2895490	4/8/2020	5/8/2020	15	-	-	-	-	15
Rainbow Resource Center	2895502	4/8/2020	5/8/2020	20	-	-	-	-	20
Rainbow Resource Center	2895510	4/8/2020	5/8/2020	20	-	-	-	-	20
Rainbow Resource Center	2895521	4/8/2020	5/8/2020	62	-	-	-	-	62
Rainbow Resource Center	2895549	4/8/2020	5/8/2020	185	-	-	-	-	185
Rainbow Resource Center	2895560	4/8/2020	5/8/2020	362	-	-	-	-	362
Rainbow Resource Center	2895576	4/8/2020	5/8/2020	241	-	-	-	-	241
Rainbow Resource Center	2895680	4/8/2020	5/8/2020	225	-	-	-	-	225
Rainbow Resource Center	2901277	4/11/2020	5/11/2020	141	-	-	-	-	141
Rainbow Resource Center	2901278	4/11/2020	5/11/2020	21	-	-	-	-	21
Rainbow Resource Center	2905926	4/16/2020	5/16/2020	20	-	-	-	-	20
Rainbow Resource Center	2905927	4/16/2020	5/16/2020	218	-	-	-	-	218
Rainbow Resource Center	2907057	4/16/2020	5/16/2020	63	-	-	-	-	63
Rainbow Resource Center	2907061	4/16/2020	5/16/2020	72	-	-	-	-	72
Rainbow Resource Center	2907554	4/17/2020	5/17/2020	18	-	-	-	-	18
Rainbow Resource Center	2907555	4/17/2020	5/17/2020	20	-	-	-	-	20
Rainbow Resource Center	2907556	4/17/2020	5/17/2020	19	-	-	-	-	19
Rainbow Resource Center	2907557	4/17/2020	5/17/2020	17	-	-	-	-	17
Rainbow Resource Center	2907558	4/17/2020	5/17/2020	41	-	-	-	-	41
Rainbow Resource Center	2907559	4/17/2020	5/17/2020	39	-	-	-	-	39
Rainbow Resource Center	2907567	4/17/2020	5/17/2020	67	-	-	-	-	67
Rainbow Resource Center	2909969	4/20/2020	5/20/2020	99	-	-	-	-	99
Rainbow Resource Center	2910027	4/20/2020	5/20/2020	146	-	-	-	-	146
Rainbow Resource Center	2910144	4/20/2020	5/20/2020	16	-	-	-	-	16
Rainbow Resource Center	2910288	4/20/2020	5/20/2020	55	-	-	-	-	55
RBG Academy	AJu - 85789	4/2/2020	5/2/2020	150	-	-	-	-	150
Rebecca Erkelens	RAE-016	3/29/2020	4/28/2020	54	-	-	-	-	54
Rebecca Erkelens	RAE-017	3/29/2020	4/28/2020	100	-	-	-	-	100
Rebecca Nakamura	1245012	4/5/2020	5/4/2020	420	-	-	-	-	420
Rebecca Nakamura	1245014	4/5/2020	5/4/2020	1,940	-	-	-	-	1,940

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rebecca Scott	40220201	4/2/2020	5/2/2020	323	-	-	-	-	323
Rebekah Holt	7	4/6/2020	5/6/2020	480	-	-	-	-	480
Redlands Gymnastics Club	04022020CPA	4/2/2020	5/2/2020	180	-	-	-	-	180
Rhonda Parish Music Studio, Inc.	4284	4/15/2020	4/30/2020	2,275	-	-	-	-	2,275
Rhythmic Arts Academy of Dance	KL012020	4/18/2020	4/18/2020	65	-	-	-	-	65
Rhythmic Arts Academy of Dance	KL022020	4/18/2020	4/18/2020	65	-	-	-	-	65
Rhythmic Arts Academy of Dance	KL032020	4/18/2020	4/18/2020	65	-	-	-	-	65
Richard Conviser	IS-16	4/2/2020	5/2/2020	460	-	-	-	-	460
Riffs Music	2020-06-CP	3/30/2020	4/29/2020	6,610	-	-	-	-	6,610
RJAD, LLC	662	3/31/2020	4/30/2020	200	-	-	-	-	200
Robert Frasco	Erwin#02	4/20/2020	5/20/2020	1,620	-	-	-	-	1,620
Robin Dapper	Kennedy26	4/7/2020	5/7/2020	500	-	-	-	-	500
Robin Young	ICS032820CPA	3/28/2020	4/27/2020	480	-	-	-	-	480
Rock Creek Enrichment Center	20203105	3/30/2020	4/29/2020	623	-	-	-	-	623
Rock Creek Enrichment Center	20203106	3/31/2020	4/30/2020	2,426	-	-	-	-	2,426
Rock Creek Enrichment Center	20203110	4/8/2020	5/8/2020	220	-	-	-	-	220
Rock Creek Enrichment Center	20203113	4/19/2020	5/19/2020	358	-	-	-	-	358
Rockside Music	032020001527	3/31/2020	4/30/2020	140	-	-	-	-	140
Rockside Music	042020001592	4/21/2020	5/21/2020	140	-	-	-	-	140
Rockside Music	042020001596	4/21/2020	5/21/2020	140	-	-	-	-	140
Rockstars of Tomorrow Riverside	4104	4/15/2020	5/15/2020	145	-	-	-	-	145
Rockstars of Tomorrow Riverside	4105	4/15/2020	5/15/2020	145	-	-	-	-	145
Rockstars of Tomorrow Riverside	4106	4/15/2020	5/15/2020	145	-	-	-	-	145
Rockstars of Tomorrow Riverside	4107	4/15/2020	5/15/2020	145	-	-	-	-	145
Roos Music	1048	4/4/2020	5/4/2020	1,165	-	-	-	-	1,165
Roos Music	1049	4/8/2020	5/8/2020	1,350	-	-	-	-	1,350
Roos Music	1050	4/14/2020	5/14/2020	1,740	-	-	-	-	1,740
Rosanna Marzaroli	1	3/24/2020	4/23/2020	1,190	-	-	-	-	1,190
Rose Marziale Acting Studio	14	4/16/2020	5/16/2020	250	-	-	-	-	250
Samurai Academy	013	3/2/2020	4/1/2020	2,700	-	-	-	-	2,700
Samurai Academy	015	4/1/2020	5/1/2020	2,700	-	-	-	-	2,700
San Diego Center for Vision Care-Optc	32	4/2/2020	5/2/2020	700	-	-	-	-	700
San Diego Center for Vision Care-Optc	33	4/2/2020	5/2/2020	700	-	-	-	-	700
San Diego Center for Vision Care-Optc	34	4/2/2020	5/2/2020	245	-	-	-	-	245
San Diego Center for Vision Care-Optc	35	4/2/2020	5/2/2020	540	-	-	-	-	540
San Diego Harp Academy	6	4/7/2020	5/7/2020	390	-	-	-	-	390
School of Rock Huntington Beach	4062020-01	4/6/2020	5/6/2020	705	-	-	-	-	705
School of Rock Temecula	63434_46	4/14/2020	5/14/2020	945	-	-	-	-	945
School of Rock Temecula	85768_3-5	4/23/2020	5/23/2020	897	-	-	-	-	897
School of Rock Temecula	86867_2-5	4/23/2020	5/23/2020	846	-	-	-	-	846

Cabrillo Point Academy
Accounts Payable Aging
April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
School Pathways, LLC	64406	3/31/2020	4/30/2020	15,545	-	-	-	-	15,545
Schumacher Tutoring	155	4/21/2020	5/21/2020	390	-	-	-	-	390
Self Defense Fit Lab, Inc.	315	3/27/2020	4/26/2020	300	-	-	-	-	300
SenseAbilities	ICS0320	4/7/2020	5/7/2020	520	-	-	-	-	520
Set Apart	135	4/13/2020	5/13/2020	26,836	-	-	-	-	26,836
Sewing Lab Los Alamitos	0220-2	3/27/2020	4/26/2020	180	-	-	-	-	180
Sewing Lab Los Alamitos	0320-2	3/27/2020	4/26/2020	180	-	-	-	-	180
Shahnila Ahmad	1000	4/17/2020	5/17/2020	180	-	-	-	-	180
Shane Cammell	200139A	3/31/2020	4/30/2020	105	-	-	-	-	105
Shane Cammell	200139B	3/31/2020	4/30/2020	70	-	-	-	-	70
Sharon Frazier-Verpooten	037	4/5/2020	5/5/2020	240	-	-	-	-	240
Sharon Frazier-Verpooten	038	4/5/2020	5/5/2020	240	-	-	-	-	240
Shirley Stafford	Martinez #3	3/30/2020	4/29/2020	130	-	-	-	-	130
Shree LLC	25	4/1/2020	5/1/2020	438	-	-	-	-	438
Shumaila Kamran	9806	4/15/2020	5/15/2020	690	-	-	-	-	690
SKY Pediatric Inc.	200331	4/3/2020	5/3/2020	3,344	-	-	-	-	3,344
SmallTalk Speech & Occupational Ther	88524	4/9/2020	5/9/2020	540	-	-	-	-	540
SmallTalk Speech & Occupational Ther	88525	4/9/2020	5/9/2020	2,520	-	-	-	-	2,520
SmallTalk Speech & Occupational Ther	88526	4/9/2020	5/9/2020	2,880	-	-	-	-	2,880
SmallTalk Speech & Occupational Ther	88527	4/9/2020	5/9/2020	810	-	-	-	-	810
Smart Sprouts LLC	168	4/1/2020	5/1/2020	3,900	-	-	-	-	3,900
Soaring Minds Education	CPAFT 108	4/1/2020	5/1/2020	3,600	-	-	-	-	3,600
Soaring Minds Education	CPAPT 106	4/1/2020	5/1/2020	3,000	-	-	-	-	3,000
SoCal Stem	HECMar28CPA	3/28/2020	4/27/2020	220	-	-	-	-	220
SoCal Stem	SwisherMar28CPA	3/28/2020	4/27/2020	900	-	-	-	-	900
Social Communication Specialists	9	4/2/2020	5/2/2020	390	-	-	-	-	390
Sounds of Color Studio	40120	4/1/2020	5/1/2020	140	-	-	-	-	140
Sounds Smart Speech Therapy	SSST0320U	4/1/2020	5/1/2020	1,192	-	-	-	-	1,192
Stacy Coronado	1	3/30/2020	4/29/2020	300	-	-	-	-	300
Stagelight Performing Arts	0220VALVH	4/9/2020	5/9/2020	55	-	-	-	-	55
Stagelight Performing Arts	0320revTROUS	4/9/2020	5/9/2020	135	-	-	-	-	135
Stagelight Performing Arts	0420CARPT	4/16/2020	5/16/2020	106	-	-	-	-	106
Stagelight Performing Arts	0420TROUS	4/17/2020	5/17/2020	135	-	-	-	-	135
Staump Productions	0042020-02	4/20/2020	5/20/2020	450	-	-	-	-	450
Staump Productions	0042020-03	4/20/2020	5/20/2020	450	-	-	-	-	450
Steam Educational Foundation, Inc	040120-1	4/1/2020	5/1/2020	600	-	-	-	-	600
Stephanee Turner	13	4/1/2020	5/1/2020	792	-	-	-	-	792
Storm Hockey, INC.	1006	4/1/2020	5/1/2020	60	-	-	-	-	60
Storm Hockey, INC.	1007	4/6/2020	5/6/2020	60	-	-	-	-	60
Storm Hockey, INC.	1008	4/20/2020	5/20/2020	60	-	-	-	-	60

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Studies Weekly	320210	4/8/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	320239	4/8/2020	9/1/2020	65	-	-	-	-	65
Studies Weekly	320325	4/8/2020	9/1/2020	32	-	-	-	-	32
Studio 88 Oc	S030120	4/16/2020	5/16/2020	447	-	-	-	-	447
Studio MusiCAL	M2720	3/27/2020	4/26/2020	960	-	-	-	-	960
Summit Writing Academy	80758-C002-CPA	4/1/2020	5/1/2020	79	-	-	-	-	79
Susan B Paterson	4	4/3/2020	5/3/2020	240	-	-	-	-	240
Susan Simmons	CPA-LB-0001	4/14/2020	5/14/2020	200	-	-	-	-	200
Susan Simmons	CPA-NO-0001	4/14/2020	5/14/2020	200	-	-	-	-	200
Suzanne Miller	400A2	4/8/2020	5/8/2020	270	-	-	-	-	270
SwimLabs	1914	4/2/2020	5/2/2020	2,714	-	-	-	-	2,714
Tami Duncan	104	3/30/2020	5/29/2020	60	-	-	-	-	60
Tanja Baker	10025	4/22/2020	5/22/2020	225	-	-	-	-	225
Tanja Baker	10026	4/22/2020	5/22/2020	200	-	-	-	-	200
Tanya Mesirow, Psy.D.	10000415	4/15/2020	5/15/2020	5,000	-	-	-	-	5,000
Teacher Synergy, LLC	115926553	4/6/2020	4/27/2020	7	-	-	-	-	7
Teacher Synergy, LLC	116224281	4/8/2020	4/29/2020	115	-	-	-	-	115
Teacher Synergy, LLC	116229454	4/8/2020	4/29/2020	36	-	-	-	-	36
Teacher Synergy, LLC	116511884	4/14/2020	5/5/2020	8	-	-	-	-	8
Teacher Synergy, LLC	116511968	4/14/2020	5/5/2020	3	-	-	-	-	3
Teacher Synergy, LLC	116512150	4/14/2020	5/5/2020	25	-	-	-	-	25
Teacher Synergy, LLC	116513333	4/14/2020	5/5/2020	26	-	-	-	-	26
Teacher Synergy, LLC	116598644	4/15/2020	5/6/2020	9	-	-	-	-	9
Teacher Synergy, LLC	116598929	4/15/2020	5/6/2020	23	-	-	-	-	23
Teacher Synergy, LLC	116600440	4/15/2020	5/6/2020	5	-	-	-	-	5
Teacher Synergy, LLC	116625728	4/15/2020	5/6/2020	20	-	-	-	-	20
Teacher Synergy, LLC	116628579	4/15/2020	5/6/2020	56	-	-	-	-	56
Teacher Synergy, LLC	116684565	4/16/2020	5/7/2020	23	-	-	-	-	23
Teacher Synergy, LLC	116914830	4/20/2020	5/11/2020	16	-	-	-	-	16
Teacher Synergy, LLC	116924948	4/20/2020	5/11/2020	23	-	-	-	-	23
Teacher Synergy, LLC	117049377	4/21/2020	5/12/2020	29	-	-	-	-	29
Teacher Synergy, LLC	117144202	4/22/2020	5/13/2020	67	-	-	-	-	67
Teacher Synergy, LLC	117145578	4/22/2020	5/13/2020	432	-	-	-	-	432
Teacher Synergy, LLC	117148085	4/22/2020	5/13/2020	45	-	-	-	-	45
Teacher Synergy, LLC	117149581	4/22/2020	5/13/2020	80	-	-	-	-	80
Teaching Textbooks	20969	7/3/2019	8/2/2019	-	-	-	-	(67)	(67)
Teaching Textbooks	27374	3/31/2020	4/30/2020	43	-	-	-	-	43
Teaching Textbooks	27394	4/3/2020	5/3/2020	67	-	-	-	-	67
Teaching Textbooks	27531	4/9/2020	5/9/2020	55	-	-	-	-	55
Teaching Textbooks	27533	4/9/2020	5/9/2020	67	-	-	-	-	67

Cabrillo Point Academy
Accounts Payable Aging
April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Teaching Textbooks	27559	4/14/2020	5/14/2020	139	-	-	-	-	139
Teaching Textbooks	27588	4/17/2020	5/17/2020	43	-	-	-	-	43
Teaching Textbooks	27589	4/17/2020	5/17/2020	43	-	-	-	-	43
Teaching Textbooks	27597	4/17/2020	5/17/2020	196	-	-	-	-	196
Teaching Textbooks	27614	4/24/2020	5/24/2020	43	-	-	-	-	43
Teaching Textbooks	27615	4/24/2020	5/24/2020	55	-	-	-	-	55
Teaching Textbooks	27622	4/24/2020	5/24/2020	43	-	-	-	-	43
Teaching Textbooks	27629	4/24/2020	5/24/2020	43	-	-	-	-	43
Temecula Music Teacher, LLC	4726	4/1/2020	5/1/2020	1,010	-	-	-	-	1,010
Temecula Valley Youth Symphony	2020-0301	3/27/2020	4/26/2020	575	-	-	-	-	575
Terra Arts	3042	4/7/2020	5/7/2020	19,568	-	-	-	-	19,568
Terry Tsang Optometry	212	4/7/2020	5/7/2020	125	-	-	-	-	125
Terry Tsang Optometry	9029	4/10/2020	5/10/2020	125	-	-	-	-	125
The Brain Highways Center	856349	4/1/2020	5/1/2020	195	-	-	-	-	195
The Brain Highways Center	856350	4/1/2020	5/1/2020	680	-	-	-	-	680
The Collective Movements	3/1 B	3/31/2020	4/30/2020	420	-	-	-	-	420
The Collective Movements	SANZ1	4/21/2020	5/21/2020	(60)	-	-	-	-	(60)
The Lampo Group, LLC	8299649	4/3/2020	4/30/2020	132	-	-	-	-	132
The Music Abode	032820	3/28/2020	4/27/2020	525	-	-	-	-	525
The Music Factory	MC030120	4/16/2020	5/16/2020	1,387	-	-	-	-	1,387
The Music School	9520	4/20/2020	5/20/2020	576	-	-	-	-	576
The Music School	9599	4/20/2020	5/20/2020	320	-	-	-	-	320
The Music School	9605	2/21/2020	3/22/2020	116	-	-	-	-	116
The San Diego Music and Art Coopera	31	4/1/2020	5/1/2020	248	-	-	-	-	248
The Stronghold	4220	4/2/2020	5/2/2020	275	-	-	-	-	275
Think Outside, LLC	20203	4/5/2020	5/5/2020	148	-	-	-	-	148
Think Outside, LLC	20205	4/5/2020	5/5/2020	148	-	-	-	-	148
Think Outside, LLC	20206	4/5/2020	5/5/2020	148	-	-	-	-	148
Timberdoodle.com	313313	3/5/2020	5/4/2020	389	-	-	-	-	389
Timberdoodle.com	313395	3/9/2020	5/8/2020	68	-	-	-	-	68
Timberdoodle.com	313396	3/9/2020	5/8/2020	81	-	-	-	-	81
Timberdoodle.com	313514	3/12/2020	5/11/2020	245	-	-	-	-	245
Timberdoodle.com	313955	3/23/2020	5/22/2020	108	-	-	-	-	108
Timberdoodle.com	314042	3/25/2020	5/24/2020	338	-	-	-	-	338
Timberdoodle.com	314064	3/25/2020	5/24/2020	221	-	-	-	-	221
Timberdoodle.com	314106	3/26/2020	5/25/2020	57	-	-	-	-	57
Timberdoodle.com	314129	3/27/2020	5/26/2020	498	-	-	-	-	498
Time4Writing.com	T4W11166	4/23/2020	5/23/2020	119	-	-	-	-	119
TLP Education	1058	4/3/2020	5/3/2020	290	-	-	-	-	290
Toby Wells YMCA	-56 TW	3/27/2020	4/26/2020	116	-	-	-	-	116

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Tracy Flint	Caleycookingclass	4/12/2020	5/12/2020	180	-	-	-	-	180
TSW Therapy, Inc	694	4/3/2020	5/3/2020	4,877	-	-	-	-	4,877
Tutoring Club	7	4/14/2020	5/14/2020	800	-	-	-	-	800
Tutorloo, Inc. dba Mathnasium of Seal	101	3/30/2020	4/29/2020	972	-	-	-	-	972
Underground Dance Company	13	3/31/2020	4/30/2020	396	-	-	-	-	396
Up & Movin'	InCab3-20	4/1/2020	5/1/2020	2,340	-	-	-	-	2,340
Valued Voices	0302	3/31/2020	4/30/2020	769	-	-	-	-	769
Valued Voices	0307	3/31/2020	4/30/2020	300	-	-	-	-	300
Van Tuyl Music Academy	ATompkins420	4/21/2020	5/21/2020	837	-	-	-	-	837
Verna Silvia	March2020	3/27/2020	4/26/2020	840	-	-	-	-	840
Veronica Anne Richards	284	4/5/2020	5/5/2020	120	-	-	-	-	120
Veronica Anne Richards	285	4/5/2020	5/5/2020	120	-	-	-	-	120
Veronica Anne Richards	286	4/5/2020	5/5/2020	60	-	-	-	-	60
Veronica Anne Richards	287	4/5/2020	5/5/2020	90	-	-	-	-	90
Veronica Anne Richards	288	4/5/2020	5/5/2020	120	-	-	-	-	120
Veronica Anne Richards	289	4/5/2020	5/5/2020	240	-	-	-	-	240
Vicki Frazier	316	1/6/2020	2/5/2020	150	-	-	-	-	150
Vicki Frazier	338	3/30/2020	4/29/2020	68	-	-	-	-	68
Victoria Gramm	320	4/13/2020	5/13/2020	1,242	-	-	-	-	1,242
Victoria Kranser	0000167	4/4/2020	5/4/2020	54	-	-	-	-	54
Victoria Kranser	0000168	4/4/2020	5/4/2020	54	-	-	-	-	54
Victoria Kranser	0000173	4/9/2020	5/9/2020	285	-	-	-	-	285
Victoria Kranser	0000174	4/9/2020	5/9/2020	108	-	-	-	-	108
Victoria Kranser	0000175	4/9/2020	5/9/2020	240	-	-	-	-	240
Victoria Kranser	0000176	4/9/2020	5/9/2020	210	-	-	-	-	210
Victoria Kranser	0000177	4/9/2020	4/29/2020	55	-	-	-	-	55
Victoria Kranser	0000178	4/9/2020	4/29/2020	55	-	-	-	-	55
Victoria Kranser	0000179	4/9/2020	4/29/2020	55	-	-	-	-	55
Victoria Kranser	0000180	4/9/2020	4/29/2020	285	-	-	-	-	285
Victoria Kranser	0000181	4/9/2020	4/29/2020	285	-	-	-	-	285
Victoria Kranser	0000182	4/9/2020	4/29/2020	163	-	-	-	-	163
Victoria Kranser	0000183	4/9/2020	4/29/2020	162	-	-	-	-	162
Victoria Kranser	0000184	4/9/2020	4/29/2020	285	-	-	-	-	285
Victoria Kranser	0000185	4/9/2020	5/22/2020	271	-	-	-	-	271
Victoria Kranser	0000186	4/9/2020	5/22/2020	240	-	-	-	-	240
Victoria Kranser	0000187	4/9/2020	5/22/2020	270	-	-	-	-	270
Victoria Kranser	0000188	4/9/2020	6/2/2020	270	-	-	-	-	270
Victoria Kranser	0000192	4/9/2020	5/27/2020	48	-	-	-	-	48
Victoria Kranser	0000193	4/9/2020	6/10/2020	48	-	-	-	-	48
Victoria Kranser	0000195	4/9/2020	6/12/2020	285	-	-	-	-	285

Cabrillo Point Academy**Accounts Payable Aging**

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Victoria Kranser	0000196	4/9/2020	4/30/2020	54	-	-	-	-	54
Victoria Kranser	0000197	4/9/2020	4/30/2020	54	-	-	-	-	54
Victoria Kranser	0000198	4/9/2020	4/30/2020	54	-	-	-	-	54
Victoria Kranser	0000199	4/9/2020	5/29/2020	54	-	-	-	-	54
Victoria Kranser	0000200	4/9/2020	6/19/2020	54	-	-	-	-	54
Victoria Kranser	0000201	4/11/2020	4/30/2020	48	-	-	-	-	48
Victoria Kranser	0000202	4/11/2020	4/30/2020	48	-	-	-	-	48
Victoria Kranser	0000203	4/11/2020	4/30/2020	48	-	-	-	-	48
Victoria Kranser	0000210	4/11/2020	4/30/2020	54	-	-	-	-	54
Victoria Kranser	0000211	4/11/2020	4/30/2020	54	-	-	-	-	54
Victoria Kranser	0000212	4/11/2020	4/30/2020	54	-	-	-	-	54
Victoria Kranser	0000215	4/11/2020	5/8/2020	60	-	-	-	-	60
Victoria Kranser	0000216	4/11/2020	5/8/2020	60	-	-	-	-	60
Victoria Kranser	0000217	4/11/2020	5/8/2020	60	-	-	-	-	60
Victoria Kranser	0000218	4/11/2020	5/8/2020	60	-	-	-	-	60
Victoria Kranser	0000220	4/11/2020	4/30/2020	60	-	-	-	-	60
Victoria Kranser	0000221	4/11/2020	4/30/2020	60	-	-	-	-	60
Victoria Kranser	0000222	4/11/2020	4/30/2020	60	-	-	-	-	60
Victoria Kranser	0000226	4/11/2020	4/30/2020	285	-	-	-	-	285
Victoria Kranser	0000227	4/11/2020	4/30/2020	48	-	-	-	-	48
Victoria Kranser	0000228	4/11/2020	4/30/2020	48	-	-	-	-	48
Victoria Kranser	0000229	4/11/2020	4/30/2020	48	-	-	-	-	48
Victoria Kranser	0000230	4/11/2020	4/30/2020	48	-	-	-	-	48
Victoria Kranser	0000232	4/11/2020	4/27/2020	54	-	-	-	-	54
Victoria Kranser	0000233	4/11/2020	4/27/2020	54	-	-	-	-	54
Victoria Kranser	0000234	4/11/2020	4/27/2020	54	-	-	-	-	54
Victoria Kranser	0000235	4/11/2020	5/8/2020	54	-	-	-	-	54
Victoria Kranser	0000237	4/11/2020	4/26/2020	54	-	-	-	-	54
Victoria Kranser	0000238	4/11/2020	4/26/2020	54	-	-	-	-	54
Victoria Kranser	0000239	4/11/2020	4/26/2020	54	-	-	-	-	54
Victoria Kranser	0000240	4/11/2020	5/11/2020	54	-	-	-	-	54
Victoria Kranser	0000244	4/11/2020	5/14/2020	240	-	-	-	-	240
Victoria Kranser	0000245	4/11/2020	6/10/2020	285	-	-	-	-	285
Victoria Kranser	0000246	4/11/2020	6/10/2020	285	-	-	-	-	285
Victoria Kranser	0000251	4/11/2020	6/12/2020	285	-	-	-	-	285
Victoria Kranser	0000252	4/11/2020	6/12/2020	240	-	-	-	-	240
Victoria Kranser	0000253	4/11/2020	6/12/2020	271	-	-	-	-	271
Virtuoso Music	16075	3/30/2020	4/29/2020	728	-	-	-	-	728
VM Studio	APR2020	4/11/2020	5/11/2020	385	-	-	-	-	385
Vunder Kid	3520	4/22/2020	5/20/2020	270	-	-	-	-	270

Cabrillo Point Academy

Accounts Payable Aging

April 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total	
Vunder Kid	3521	4/22/2020	5/20/2020	200	-	-	-	-	200	
Walter H Jimenez	07-MIBE	4/4/2020	5/4/2020	550	-	-	-	-	550	
Westminster Arts Academy	CPA206	4/3/2020	5/3/2020	444	-	-	-	-	444	
Westminster Arts Academy	CPA207	4/3/2020	5/3/2020	648	-	-	-	-	648	
WM Music Lessons	012CBA	4/2/2020	5/2/2020	1,350	-	-	-	-	1,350	
WM Music Lessons	013CBA	4/21/2020	5/21/2020	2,715	-	-	-	-	2,715	
Wonder Crate	I092	3/27/2020	4/26/2020	243	-	-	-	-	243	
Wonder Crate	I093	3/27/2020	4/26/2020	81	-	-	-	-	81	
Wonder Crate	I094	3/30/2020	4/29/2020	80	-	-	-	-	80	
Wonder Crate	I102	4/15/2020	5/15/2020	81	-	-	-	-	81	
Wood & Ivory	0174	3/30/2020	4/29/2020	313	-	-	-	-	313	
Wood & Ivory	0206	4/6/2020	5/6/2020	115	-	-	-	-	115	
Wood & Ivory	0209	4/20/2020	5/20/2020	229	-	-	-	-	229	
World Class Educators	CPA-4002-KL	3/30/2020	4/29/2020	510	-	-	-	-	510	
Yamam Almouradi	3	3/31/2020	4/30/2020	475	-	-	-	-	475	
Ziggy's Tutoring	20903-B	4/7/2020	5/7/2020	670	-	-	-	-	670	
Report Total				Total Outstanding Payables in April	\$ 610,871	\$ -	\$ -	\$ 184	\$ (16,286)	\$ 594,769

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Cabrillo Point Academy	Jenna Lorge, Senior Director	jenna@cabrillopointacademy.org, (951) 741-4376	Insert Date of Adoption

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

As a non-classroom-based independent study work charter school, we provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. As we have done before our extended closure, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below are the three distance learning options offered to families during our extended COVID19 closure:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms

2) Online Instructional Model

- Instruction provided through district-licensed online content resources (e.g., Edgenuity)
- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through district-licensed online content resources (e.g., Edgenuity)
- Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial

online equivalent, or needed adjustments

- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

Provide a description of how the LEA is meeting the needs of its English learners, foster youth, and low-income students.

We realize the COVID19 crises adversely affects all students, particularly those who are considered most vulnerable. To mitigate these effects, we have:

- Proactively communicating the availability of community services and resources, including meals and childcare for students
- Added social-emotional learning (See next section) to our curriculum,
- Prioritized fewer learning goals, identified course sequence changes, implemented an appropriate grading policy, and
- Administered surveys to help identify new needs

Approximately 32% of our students live in low-income households, and approximately 1% are homeless or are in foster care. Our non-classroom-based independent study platform includes access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access. From a technology access perspective, the transition to our shelter in place learning options was relatively smooth. However, as mentioned, we nonetheless administered surveys to help identify new needs.

We communicated our extended closure learning plan to families of our English learners (approximately 3%) in a language they understand to ensure meaningfully and equally participation. Our virtual curriculum options facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Consequently, most of our ELs can maintain English language development (ELD) supports during our extended closure. We incorporate integrated ELD in subject matter courses and provide online designated ELD classes administered by an appropriately credentialed and trained teacher.

Approximately 9% of our students qualify for an individualized education plan (IEP). We will continue to monitor IEP goals and related services and support families and students via telephone or virtual meetings.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Our COVID19 learning loss mitigation plan is composed of four components:

- 1) Identification of learning needs- Through surveys and discussions, we solicited shelter in place specific needs, including access to broadband internet service and other technology. We specifically solicited feedback from our English learner, and exceptional learning needs staff and families.
- 2) Establish a communication plan- We informed stakeholders of our plan through a variety of mediums, including email, social media, website, telephone calls, and text messages. For families of our ELs, we made a concerted effort to communicate our plan in a language most accessible to them.
- 3) Identification of learning outcomes- Given the context, we prioritized learning goals, identified course sequence changes, implemented an appropriate grading policy, and identified professional learning needs. Staff learning focused on the identification and use of specific resources to support students to continue their distance-learning format.

4) Addressing social-emotional needs- We added social-emotional learning (SEL) to our curriculum. We focused on maintaining regular communications to facilitate a sense of connection and support. As an example, staff recently created a video conveying how much we missed students and sent it to each family. We also provided online learning to staff and families explaining the signs and symptoms of trauma, including changes in behavior, unexplained pain, irritation, or depression. Trauma response strategies include listening attentively, modeling behavior, teaching the effects of stress, and providing a sense of protection. For example, our teachers often model problem-solving and flexibility in the face of new daily schedules. We offer regular 10-15 minute check-in meetings and office hours via telephone or internet to gauge the current social-emotional state of students.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

As a non-classroom-based independent study work charter school, we do not have facilities to serve congregate meals, including cafeterias. Consequently, we do not provide congregate meals to students through the Summer Food Service Program (SFSP) or the National School Lunch Program Seamless Summer Option (SSO), including non-congregate meals during our COVID-19 closure. However, we help families find needed resources within the community.

Provide a description of the steps that have been taken by the LEA to arrange for the supervision of students during ordinary school hours.

We are a non-classroom-based independent study work charter school wherein parents provide a majority of student supervision during ordinary school hours. We work closely with families in the education of their children/teens. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. Beginning on March 29, 2020, we stopped recording regular attendance on approved COVID-19 school closure days for apportionment purposes. However, we began proactively reaching out to families and students to support and track participation and engagement in distance learning. Staff communicates with the parents and students via email, social media, phone, online meeting platforms, and texting. We used translation applications such as TripLingo to translate texts as needed. As mentioned, we initiated a technology needs survey to ascertain what students and families are need of technological devices to participate in our office hours.

Additionally, we began offering COVID-19 specific check-in meetings and office hours to discuss and address COVID-19 related feelings and trauma with our students. For parents who are essential workers and need childcare, we provided a list of external resources, including the new California childcare website. Similarly, we communicated the availability of community resources, including food and childcare to families with children with particular disabilities or special health care needs, and to those who or are homeless or in foster care.

INVOICE

DATE: April 1, 2020
INVOICE # INSPS-110
FOR: *Monthly Operational
 & Instructional Fee*

Cabrillio Point Academy (South)
1740 E. Huntington Drive #205
Duarte, CA 91010

Make all checks payable to Inspire District Office
If you have any questions concerning this invoice, please contact Accounts Payable at
accountspayable@inspireschools.org

THANK YOU FOR YOUR BUSINESS!

Inspire District Office

INVOICE

1740 E. Huntington Drive #205
Duarte, CA 91010
Phone (626)317-0112 Fax (626)470-9713

DATE: May 1, 2020
INVOICE # INSPS-111
FOR: *Monthly Operational
& Instructional Fee*

Bill To:

Cabrillio Point Academy (South)
1740 E. Huntington Drive #205
Duarte, CA 91010

DESCRIPTION	AMOUNT
Instructional Fee - 05/2020	\$ 360,185.00
Operational Fee - 05/2020	\$ 53,471.50
TOTAL	\$ 413,656.50

Make all checks payable to Inspire District Office
If you have any questions concerning this invoice, please contact Accounts Payable at
accountspayable@inspireschools.org

THANK YOU FOR YOUR BUSINESS!

Inspire District Office

INVOICE

1740 E. Huntington Drive #205
Duarte, CA 91010
Phone (626)317-0112 Fax (626)470-9713

DATE: June 1, 2020
INVOICE # INSPS-112
FOR: *Monthly Operational
& Instructional Fee*

Bill To:

Cabrillio Point Academy (South)
1740 E. Huntington Drive #205
Duarte, CA 91010

DESCRIPTION	AMOUNT
Instructional Fee - 06/2020	\$ 360,185.00
Operational Fee - 06/2020	\$ 53,471.50
TOTAL	\$ 413,656.50

Make all checks payable to Inspire District Office
If you have any questions concerning this invoice, please contact Accounts Payable at
accountspayable@inspireschools.org

THANK YOU FOR YOUR BUSINESS!

Inspire District Office
1151 W. 5th Street
Azusa, CA 91702 US
mariac@inspireschools.org

BOARD APPROVAL REQUIRED

INVOICE

BILL TO

Cabrillo Point Academy
4612 Dehesa Road
El Cajon, CA 92019

INVOICE # 1298

DATE 03/23/2020

DUE DATE 04/22/2020

TERMS Net 30

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	Monthly PKG	Monthly PKG - 25% Deposit 2019-2020 School Year			68,912.56
	Monthly PKG	Monthly PKG - Aug 2019-Apr 2020			115,897.32
	Monthly Workers' Compensation	Monthly Workers' Comp - Aug 2019-Apr 2020			90,840.32
	PKG Exposure	PKG Exposure - Aug 2019-Apr 2020			-50.75

BALANCE DUE

\$275,599.45

Check Request Form



Check all that apply:

☐

New Vendor (attach completed W-9)

☐

Rush Check Request

Check Pick up Date: _____

(Checks not picked up will be mailed after 2 business days)

☒

Funds to come from specific source

Grant/Fundraising Name: Cabrillo Point

☐

Other Special Instructions: _____

Date: 04/27/20

Requested by: Chris Williams

Payee Name: Lincoln Retirement Services

Address: PO Box 2212

City: Fort Wayne State: IN Zip: 46801

Contact Person: _____ Tel. Number: ____

Date	Object Code	Purpose (Describe Expenditure)	Amount
04/27/20		Retirement Processing Fees	181,104.39
		403B match expense for eligible employees from July 1, 2018, through June 30, 2019	
TOTAL CHECK AMOUNT			\$ 181,104.39

Signature of Requester: Chris Williams

Signature of Approver: _____

Employee Name	Location	Match
APRIL C., SONNENBERG	ICS - South	157.00
BARNUM, JUSTIN	ICS - South	2,960.49
BERAN, DIANE	ICS - South	4,400.00
BODIKER, LINDA	ICS - South	1,400.00
BRIGGS, TIMOTHY	ICS - South	2,636.02
BRIGHT-BETZ, CANDICE	ICS - South	3,395.08
BROSIUS, CARA E.	ICS - South	2,583.58
BURKE, CHRISTY L.	ICS - South	1,200.00
CARPENTER, KAREN	ICS - South	2,877.23
CASTILLO, CRISSY A.	ICS - South	412.25
CECOLA, TRACY A.	ICS - South	1,200.00
CELIA N., EWING	ICS - South	2,664.09
CHARLES M., BETZ JR	ICS - South	960.22
CHERYL L., BAUMEISTER	ICS - South	976.08
COLE, CHRISTINE L.	ICS - South	2,874.35
COLLIER, MARY	ICS - South	908.96
CORIOSO, ERICA	ICS - South	2,760.00
CORONADO, SARA	ICS - South	3,189.11
CURTIS, SHELBY M.	ICS - South	162.46
DAVIS, AMY	ICS - South	5,794.37
DEVRIES, HILARY	ICS - South	3,301.09
DOWNS, RICHARD A.	ICS - South	2,924.09
EDWARDS, AMY L.	ICS - South	952.72
FABER, JENNIFER	ICS - South	2,378.21
FAGUNDO, KATHRYN	ICS - South	-
FIGUEROA, CAROLYN	ICS - South	600.00
FRICKE, STEPHANIE K.	ICS - South	1,248.24
GADOMSKI, CANDACE	ICS - South	3,818.58
GAINES, JODI L.	ICS - South	1,078.75
GARNER, MICHELLE	ICS - South	2.04
GEE, DARLENE K.	ICS - South	219.23
GERMAN, TANYA C.	ICS - South	2,646.15
GRAAT, KIRSTEN	ICS - South	2,040.50
GRIFFIN, ASHLEY	ICS - South	2,692.03
HALL, KATHRYN P.	ICS - South	677.04
HAMLER, MEGHAN K.	ICS - South	398.28
HANNA, CATHERINE E.	ICS - South	1,137.48
HAYASHI, LINSEY	ICS - South	2,095.93
HEREDIA, KIMBERLY M.	ICS - South	610.40
HILARY O., IBBETSON	ICS - South	1,090.92
HINDERLITER, ROBIN M.	ICS - South	2,746.94
HOLBROOK, ANNETTE M.	ICS - South	2,326.07
HOLMES, AMY E.	ICS - South	1,330.00
HOUCHIN, KAYLEIGH	ICS - South	3,420.19
HUGHES, JENNIFER S.	ICS - South	1,134.56
IOELE, MELODY	ICS - South	2,765.96
JAMES, JENE	ICS - South	1,600.00
JARVIS, LEANNE	ICS - South	1,309.54
JENNIFER E., CARRETE	ICS - South	918.75
JENNIFER L., MARREIROS	ICS - South	1,034.25
JENNIFER M., SCHUTZA	ICS - South	446.64
JESSICA L., PEACE	ICS - South	501.84
JOHNSON, CHERYL	ICS - South	1,949.63
JONES, LINDSAY	ICS - South	1,739.17
KATHERINE J., CUNNINGHAM	ICS - South	1,718.67
KATY A., SULLIVAN	ICS - South	902.92
KOHLENBERGER, NICOLE	ICS - South	2,366.93
KOTT, AMBER L.	ICS - South	2,638.78

LARA, GUADALUPE	ICS - South	663.19
LAURIANN, FERGUSON	ICS - South	800.00
LEE, GRACE Y.	ICS - South	1,979.38
LETHAM, ERIN	ICS - South	677.55
LINDAHL, ANNA	ICS - South	1,802.50
LUNDEEN, APRIL L.	ICS - South	331.32
MANROE, ANDREA C.	ICS - South	615.67
MARTIN, MONICA M.	ICS - South	2,665.32
MASIELLO, KIMBERLY	ICS - South	129.31
MATSUMOTO, JENNIFER	ICS - South	2,400.00
MATTISON, TORRI L.	ICS - South	370.10
MAY, JANET M.	ICS - South	2,804.48
MICHELLE B., FLEENOR	ICS - South	1,781.50
MILLER, DARCY	ICS - South	2,187.50
OLSON, JOY	ICS - South	3,455.96
PETLAK, LISA	ICS - South	1.14
POIRIER, SHANI L.	ICS - South	2,939.55
RAHARDJO, LINDA	ICS - South	2,012.50
RAKE, SUZANNE M.	ICS - South	2,867.81
RALSTON, ROBYN K.	ICS - South	817.79
RANAE M., SENA	ICS - South	822.30
REED, SHANNA M.	ICS - South	2,254.66
RONQUILLO, JESSICA L.	ICS - South	2,154.42
RUBALCABA, ALESSANDRA	ICS - South	3,299.73
SEPE, STACI R.	ICS - South	507.61
SHAPIRO, ROXANNE	ICS - South	1,824.81
SHAYLA M., MCLAUGHLIN	ICS - South	438.33
SHELLHAMMER, HEATHER	ICS - South	3,075.67
SILVIO, LORI	ICS - South	1,200.00
SMITH, EVA G	ICS - South	435.25
STEWART, JACALYN	ICS - South	3,640.59
STOLTE, LARA A.	ICS - South	574.88
SUMMER R., DAVIDSON	ICS - South	816.00
THOMAS, ANNA ELIZABETH	ICS - South	3,269.96
THOMPSON, ELSKE	ICS - South	2,336.72
TOMOR, RACHEL	ICS - South	962.75
TREMBLAY, HOLLY	ICS - South	2,871.89
VENESSA S., CHASE	ICS - South	1,560.00
VILLASENOR, CONNIE M.	ICS - South	167.14
WALLACE, CARA J.	ICS - South	3,118.28
WATSON, LISA	ICS - South	1,617.79
WESNER, ELIZABETH S.	ICS - South	493.69
WESTCOTT, LISA	ICS - South	2,729.32
WHITE, JASON H.	ICS - South	2,568.79
WILKS, CHRISTIE	ICS - South	11.35
WOLFE, CHANEL Z.	ICS - South	695.34
ZAVADIL, CHARLOTTE	ICS - South	2,080.74

181,104.39

Inspire District Office
1151 W. 5th Street
Azusa, CA 91702 US
mariac@inspireschools.org

INVOICE

BILL TO

Cabrillo Point Academy
4612 Dehesa Road
El Cajon, CA 92019

INVOICE # 1878

DATE 04/20/2020

DUE DATE 05/20/2020

TERMS Net 30

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	Medical Benefits	Medical Benefits - May 2020			142,614.21
	Vision Benefits	Vision Benefits -May 2020			1,229.14
	Dental Benefits	Dental Benefits - May 2020			7,297.52
	Life Insurance	Life Insurance - May 2020			815.33
	HSA	HSA - May 2020			853.83

BALANCE DUE

\$152,810.03

Inspire District Office
1151 W. 5th Street
Azusa, CA 91702 US
mariac@inspireschools.org

INVOICE

BILL TO

Cabrillo Point Academy
4612 Dehesa Road
El Cajon, CA 92019

INVOICE # 1906

DATE 04/29/2020

DUE DATE 05/29/2020

TERMS Net 30

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	Medical Benefits	Medical Benefits - June 2020			141,417.39
	Vision Benefits	Vision Benefits - June 2020			1,215.04
	Dental Benefits	Dental Benefits - June 2020			7,197.74
	Life Insurance	Life Insurance - June 2020			809.33
	HSA	HSA - June 2020			853.83

BALANCE DUE

\$151,493.33



Law office of
Jennifer McQuarrie

P: 805.252.1080
F: 888.900.3407
mcquarrielaw@gmail.com

May 11, 2020

VIA E-MAIL

Ms. Jenna Lorge
Executive Director
Cabrillo Point Academy
13915 Danielson Street, #103
Poway, CA 92064

Dear Jenna:

Thank you for reaching out to me to provide a new engagement letter for Cabrillo Point Academy ("Cabrillo Point"). This letter will confirm the terms under which Cabrillo Point will engage me.

Billing and Rates.

My fees for legal services are \$220.00 per hour, plus any expenses that may be incurred, such as filing fees, copying costs, postage, courier service charges and related expenses. In the event that Cabrillo Point is a party to litigation, these expenses could also include deposition fees, expert fees, and other costs related to litigation. In some instances, third party vendor bills may be forwarded to Cabrillo Point for payment directly.

I will bill Cabrillo Point approximately monthly depending upon the amount of work that was done on Cabrillo Point's file during that period. If you ever have a question about my bill, please contact me to discuss it. Monthly statements are due upon receipt. Finance charges will be applied to amounts over 30 days past due.

I will charge actual reimbursement for any necessary travel expenses, such as airfare, mileage, hotels if required, and other expenses if I travel at Cabrillo Point's request. The actual time I spend traveling will be charged at \$150.00 per hour.

Cabrillo Point and I may agree upon a fixed price for certain projects, which will be agreed upon in advance of any work performed on such projects. In addition, I reserve the right to raise my hourly rate, with prior written notice to Cabrillo Point.

Retainer.

At this point, I do not anticipate requiring a retainer prior to services being rendered. But, a retainer may be required in the future.

Ms. Jenna Lorge

May 11, 2020

P a g e | 2

If a retainer is later required, I will provide Cabrillo Point with a monthly statement of fees, costs and expenses. After I email Cabrillo Point the statement, I will apply the funds of the retainer to the fees earned, costs and expenses incurred. Cabrillo Point are also responsible for paying fees, costs and expenses in excess of the funds that I hold. Should my fees exceed the retainer, I may bill Cabrillo Point monthly for additional fees and expenses.

Any unused portion of any retainer will be returned to Cabrillo Point promptly upon completion of my services.

Conflicts of Interest.

I will not, without appropriate consent, represent any party if there is a conflict of interest with any of my other clients. In order to avoid conflicts of interest, I search my records to determine whether I represent any opposing parties. Please inform me at once of any additional persons or entities who may be involved in any matter I am handling.

Confirmation of Agreement.

I may send Cabrillo Point documents, correspondence and other information during my representation. These copies will be for Cabrillo Point's files. I will attempt to send most documents electronically. I will keep a copy of the information in my office as well. It is important that I have the current electronic email address and phone number for purposes of timely communication. It is also important that Cabrillo Point cooperate with me during any time that I am providing services to Cabrillo Point.

Please confirm Cabrillo Point's agreement to the terms of this letter by signing a copy of the authorization on the next page and send a copy back to me via email or facsimile. I will endeavor to represent Cabrillo Point promptly and efficiently, and I hope for a mutually satisfactory relationship.

Very truly yours,

/Jennifer McQuarrie/

Jennifer L. McQuarrie

Ms. Jenna Lorge

May 11, 2020

P a g e | 3

I, Jenna Lorge am authorized to enter into this engagement agreement on behalf of Cabrillo Point Academy and understand and agree to the terms of the representation as outlined in this letter.

By: Jenna Lorge
Its: Executive Director

Date: _____



MEMORANDUM OF UNDERSTANDING FOR PERSONNEL SERVICES

This Memorandum of Understanding for Personnel Services (“**MOU**”) is entered into as of July 1, 2019 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” or collectively as the “**Parties**” to this MOU: **Blue Ridge Academy, Mission Vista Academy, Granite Mountain Charter School, Triumph Academy, Heartland Charter School, Clarksville Charter School, Feather River Charter School, Cabrillo Point Charter School, The Cottonwood School, Lake View Charter School, Winship Community School, Pacific Coast Academy, Yosemite Valley Charter School and Monarch River Academy.**

WHEREAS, Triumph Academy operates Triumph Academy, Heartland Charter School operates Heartland Charter School, Clarksville Charter School operates Clarksville Charter School, Feather River Charter School operates Feather River Charter School, Cabrillo Point Charter School operates Cabrillo Point Charter School, The Cottonwood School operates The Cottonwood School, Lake View Charter School operates Lake View Charter School, Winship Community School operates Winship Community School, Pacific Coast Academy operates Pacific Coast Academy, Yosemite Valley Charter School operates Yosemite Valley Charter School, Granite Mountain Charter School operates Granite Mountain Charter School, Blue Ridge Academy operates Blue Ridge Academy, Mission Vista Academy operates Mission Vista Academy, Monarch River Academy operates Monarch River Academy, and Granite Mountain Charter School operates Granite Mountain Charter School (each a “School**” or collectively the “**Schools**”);**

WHEREAS, Schools are nonclassroom-based public charter schools using the same educational model dedicated to providing students with a flexible personalized learning experience that empowers families to tailor a program designed around the specific needs of each student.

WHEREAS, each School employs certificated teachers designated as having the responsibility for the general supervision of their students’ independent study pursuant to Education Code § 51747.5(a).

WHEREAS, Education Code § 51749.5(a)(3) authorizes nonclassroom-based charter schools, like the Schools, to enter into a memorandum of understanding for personnel services with other charter schools, school districts, or county offices of education whereby one charter school can lease its certificated teachers to provide instructional services to another charter school.

WHEREAS, the Schools’ respective education programs are geared towards sharing instructional staff because they have similar curricula and allow staff to instruct and supervise students from remote locations.

WHEREAS, the Schools desire to use the flexibility afforded under Education Code § 51749.5(a)(3) to share instructional personnel because this will further the Schools’ shared goal to successfully implement their education programs in an efficient and cost effective manner.

WHEREAS, it is the intent of the Parties to lease personnel amongst each other according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the Parties desire to, and hereby agree as follows:

1. Leased Employees. During the term of this MOU, the Parties may lease credentialed general education teachers and other instructional support staff, such as special education staff, to perform

the Services (“Services”) set forth in Attachments A and B. The term “***Leased Employee***” shall refer to any employee leased between the Parties pursuant to this MOU.

2. Lessor and Lessee Schools. The Parties acknowledge each School may both (i) employ an individual who will provide educational services to another School; and (ii) receive educational services from an individual employed by another School. The term “***Lessor School***” refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term “***Lessee School***” refers to a School receiving instructional services from another School’s employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor School and Lessee School under this MOU, and shall meet the obligations set forth in this MOU dependent on their role as a Lessor School and/or Lessee School.

a. ***Assignment of Leased Employees.*** Lessee School and Lessor School shall collaborate on determining which Leased Employees will be assigned to Lessee School. As Lessor School is the employer of its Leased Employees, Lessor School retains sole discretion in the assignment of Leased Employees. Lessee School is responsible for assigning its students to Leased Employees. Lessor School and Lessee School shall work together to appropriately memorialize Leased Employees under this MOU, including dates of service and numbers of students served.

3. Fees. The fees to be paid by Lessee School to Lessor School for the services provided by Leased Employees are calculated based on the specific services provided the staff:

a. ***Attachment A: Personnel Leasing Calculated by Number of Students Served.*** Lessor School shall lease credentialed teachers performing the functions described in Attachment A for a Lessee School. Lessee Schools shall be charged based on the number of students served by each Leased Employee. The amount charged per student is **\$291**.

b. ***Attachment B: Personnel Leasing at a Flat Rate.*** Instructional support staff performing the functions described in Attachment B shall be charged at a hourly rate. The costs for leasing these employees do not fluctuate based on the numbers of students served. The cost-per-personnel is equal to: **Attachment B**.

4. Monthly Invoices. Lessor School will provide an invoice to a Lessee School for the fees set forth in Section 3 of this MOU on a monthly basis. Lessee School shall pay invoices within thirty (30) days of receipt. Lessee School shall be provided access to reasonable backup documentation for such costs upon request.

5. Lessor School Responsibilities:

- a. Comply with all applicable federal and state statutes, laws and regulations.
- b. Lessor School shall ensure Leased Employees who serve as supervising teachers retain the credentials necessary to comply with Education Code §§ 47605(l) and 51747.5(a) and the Lessee School’s charter petition (“Charter Petition”). Lessor School shall also ensure Leased Employees have undergone a tuberculosis risk assessment and/or testing prior to commencing services to Lessee School to the extent required by the Charter Petition and applicable law.
- c. Lessor School shall ensure that all Leased Employees providing Services to the Lessee School under this MOU receive required training, including, but not limited to initial and annual training on mandated child abuse or neglect reporting.

d. Lessor School shall ensure that (i) all Leased Employees providing Services under this MOU have been cleared for employment through the Department of Justice in compliance with the Charter Petition and applicable law; and (ii) no Leased Employee has been convicted of a serious or violent felony (as defined by Penal Code § 667.5 and § 1192.7)

e. Lessor School agrees that it is the sole and exclusive employer of Leased Employees performing Services at a Lessee School under this MOU. Lessor School shall supervise and make all employment decisions with respect to its employees in its sole discretion, including all hiring, evaluation, termination, compensation and benefits decisions. Lessor School will be responsible for the supervision of its employees, subject to input from the Lessee School.

f. Lessor School may terminate the assignment of a Leased Employee from a Lessee School in its sole discretion. Lessor School shall endeavor to provide as much notice as practicable to the Lessee School before terminating the assignment of a Leased Employee.

6. Lessee School Responsibilities:

a. Comply with all applicable federal and state statutes, laws and regulations, including laws applicable to charter schools offering independent study.

b. Lessee School is responsible for ensuring the education program and curriculum complies with the Charter Petition. Lessee School shall provide technical assistance and other support to Leased Employees to help ensure the Services align with the Charter Petition.

c. Lessee School shall have the right to supervise Leased Employees' activities while they are on assignment to Lessee School to ensure they are meeting their performance obligations. In addition to any obligations set forth by Lessor School as their employer, while performing Services to support Lessee School, Leased Employees shall abide by and be subject to applicable policies and procedures adopted by Lessee School.

d. With Lessor School's permission, Lessee School may participate with Lessor School in the hiring, evaluation, compensation, and discipline decisions concerning Leased Employees. Lessee School may unilaterally, upon providing written notice to Lessor School, remove a Leased Employee assigned to Lessee School. Upon providing such notice, Lessee School may collaborate with Lessor School (or another School) to assign a different Leased Employee to support the Lessee School as necessary.

e. Lessee School shall make available to Lessor School, in a timely manner, all data, files, documentation, or other information necessary or appropriate for the performance of the Services. Lessee School will be responsible for, and Lessor School shall be entitled to rely upon, the content, accuracy, completeness, and consistency of all such data, materials, and information.

f. Provide to Lessor School, in writing, copies of any school-specific rules and or regulations applicable to Lessor School while providing services to Lessee School.

g. Lessee School shall provide a safe working area for Leased Employees when necessary for Leased Employees to be on a Lessee School location.

h. Provide feedback to Lessor School regarding Leased Employees' performance.

7. Relationship Between Lessor and Lessee Schools.

a. Leased Employees are, and shall remain, the employees of the Lessor School, and shall be subject to the ultimate direction and control of Lessor School and its governing board, officers, and other representatives. The termination of this MOU shall not terminate the employment relationship of any Leased Employee with Lessor School. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party.

b. Lessor School shall have full and sole legal control over and responsibility for payment of all compensation and benefits to Leased Employees, including retirement benefit system contributions (e.g., STRS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements. Assuming Lessor School participates in CalSTRS, the Parties acknowledge Leased Employees are employees of the Lessor School for CalSTRS purposes.

c. Lessor School shall each be responsible for its compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws. Pursuant to Labor Code section 3602, Lessor School agrees to retain workers' compensation coverage for all Leased Employees for the duration of their support to as Lessee School. Lessor School shall ensure the Leased Employees have proper and necessary insurance coverage when working for Lessee School and shall provide evidence of such coverage to the Lessee School upon request.

8. Term and Termination. The term of this MOU commences on July 1, 2019 and continues through June 30, 2020, and shall then automatically renew for consecutive one (1) year terms, unless and until earlier terminated as set forth in subsection (a) herein and subject to any amendments pursuant to Section 9 herein.

a. ***Termination Without Cause.*** Any Party may terminate its participation in this MOU for any reason upon sixty (60) days' written notice to all Parties. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party, nor relieve the terminating Party(ies) of any obligations incurred prior to the effective date of such termination. Following termination of a Party's participation in the MOU, (i) the terminating Party shall pay Lessor School(s) any unpaid portion of fees owed through the effective date of termination; and (ii) the other Party(ies) shall pay the terminating Party (if it served as a Lessor School) for Services provided before the effective termination.

9. Amendments. This MOU may be amended as follows:

a. ***Changes in the Law.*** In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, interpretation of law or regulation by an authorizer or regulator, or court or administrative decision or order materially affects the performance of any of the Parties in conformity with this MOU, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the MOU) to address the changes. If, despite such good faith negotiations, the Parties are unable to agree upon an acceptable approach, the MOU shall terminate for all Parties without further obligation or liability among the Parties, upon any Party's sixty (60) days' written notice to the other Parties, or in such lesser time as is reasonable under the circumstances. If termination occurs for reasons set forth in this subsection, Parties are responsible for paying fees as set forth in Section 8(a).

a. ***Mutual Agreement.*** The Parties may amend this MOU with mutual written consent of all Parties.

10. Work Product; Intellectual Property. Any work product that is created by Lessor School, including by any Leased Employee, in the context of providing Services shall be the property of that Lessor School. Any intellectual property owned by a Lessee School and used by a Lessor School related to the Services shall remain the property of that Lessee School. Similarly, any intellectual property owned or created by a Lessor School, including by any of the Leased Employees, that is utilized as part of providing the Services shall remain the property of Lessor School. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. Upon termination or expiration of this MOU, the property of each Party in the possession of any other Party shall be returned and/or destroyed.

11. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Party(ies), as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Parties' Confidential Information.

a. **"Confidential Information"** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to a School under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

12. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("**FERPA**") and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessor School shall be designated as having a legitimate educational interest in accessing a Lessee School's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Lessor School to access personally identifiable information from student education records from the Lessee School as part of its performance of the Services. For purposes of this MOU, the term "personally identifiable information" ("**PII**") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessor School shall not use or disclose pupil records, including PII, received from or on behalf of another School except as necessary with respect to the performance of the Services, as

required by law, or as otherwise authorized in writing by the applicable Lessee School. Lessor School shall protect the student education records it receives from or on behalf of another School no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor School shall notify the affected Lessee School(s) as soon as practicable, and shall, upon the affected Lessee School(s)'s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

13. Insurance. Each Party shall maintain customary and reasonable insurance coverage necessary for performance of the Services, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. Each Party shall be responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

14. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

15. Indemnification. Each Party shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this MOU, except for such loss or damage caused solely by the negligence or willful misconduct of another Party. Each Leased Employee shall be under the immediate supervision and control of the Lessee School when providing Services for that Lessee School. Therefore, the Lessee School shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of a Leased Employee providing Services to a Lessee School, except for such loss or damage caused solely by the negligence or willful misconduct of another Party.

16. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

17. Dispute Resolution. The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this MOU before resorting to litigation.

18. Notice. All notices, requests, demands, or other communications (collectively "**Notice**") given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

See Attachment C

19. Headings. The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

20. Entire Agreement. This MOU constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU.

21. No Waiver. No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

22. Severability. If any provision of this MOU is invalid or contravenes California law, such provision shall be deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this MOU.

23. Governing Law. This MOU shall be governed by and interpreted under California law.

24. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

25. Counterparts. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Blue Ridge Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

Lake View Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

Winship Community School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

Pacific Coast Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

Monarch River Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

Mission Vista Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

Heartland Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

Clarksville Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

Cabrillo Point Academy (South), a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

Granite Mountain Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
By: _____
Its: _____
Date: October ____, 2019

Triumph Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

Yosemite Valley Charter School (Central) a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

Feather River Charter School (North), a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

The Cottonwood School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: October ____, 2019

ATTACHMENT A
DESCRIPTION OF LEASED EMPLOYEE SERVICES

Position	Teacher
Description of Services	<p>Teachers plan and provide appropriate learning experiences for students at the Lessee School. Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Maintaining appropriate teaching credentials. • Providing direct and indirect instruction to Lessee School students. • Ensure that prior to commencing instruction to Lessee School students, such students have an independent study agreement that is complete as to all of its terms, signed by necessary parties and dated. • Long and short-term planning addressing individual needs of students. • Evaluating students' progress. • Support in accessing and obtaining necessary educational items and services. • Teaching an individualized approach per the Charter Petition. • Providing an inviting, exciting, and innovative learning environment to Students. • Preparing written reports (e.g., work product review) accurately and submitting reports in a timely manner. • Serving as advisors to students.

	Salary	Payroll Taxes	STRS	403B	Worker's Comp	Medical	Total	Student Count	Cost per Student	Monthly Student Cost
Teachers	\$ 60,000	\$ 7,050	\$ 6,197	\$ 1,200	\$ 900	\$ 6,000	\$ 81,347	28	\$ 2,905.24	\$ 290.52

ATTACHMENT B

LIST OF LEASED EMPLOYEE SERVICES

	Salary	Payroll Taxes	STRS	403B	Worker's Comp	Medical	Total		Hourly Rate Charged
504 Coordinators	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
Student Support Coordinator SST	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
Intervention Coordinator/Math	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
Intervention Coordinator/Reading	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
Online Intervention Coordinator	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
Speech Team	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
Program Specialists	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
Support School Nurse	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
Mental Health Psychologist	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
MH/Assessment Team School Psych	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
School Psychologist	\$ 85,000	\$ 9,988	\$ 8,779	\$ 1,700	\$ 1,275	\$ 8,500	\$ 115,241		\$ 93.69
Speech-Language Pathologist	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
Occupational Therapist	\$ 78,000	\$ 9,165	\$ 8,056	\$ 1,560	\$ 1,170	\$ 7,800	\$ 105,751		\$ 85.98
School Nurse	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
Senior Director of Special Education	\$ 195,000	\$ 22,913	\$ 20,140	\$ 3,900	\$ 2,925	\$ 19,500	\$ 264,377		\$ 127.10
Regional Director of Special Education	\$ 135,000	\$ 15,863	\$ 13,943	\$ 2,700	\$ 2,025	\$ 13,500	\$ 183,030		\$ 88.00
Director of Special Education Assessment, Account	\$ 140,000	\$ 16,450	\$ 14,459	\$ 2,800	\$ 2,100	\$ 14,000	\$ 189,809		\$ 91.25
Assistant Director of Special Education	\$ 110,000	\$ 12,925	\$ 11,361	\$ 2,200	\$ 1,650	\$ 11,000	\$ 149,136		\$ 71.70
Education Specialist/Case Manager	\$ 64,800	\$ 7,614	\$ 6,693	\$ 1,296	\$ 972	\$ 6,480	\$ 87,855		\$ 71.43
Speech Pathologist	\$ 82,000	\$ 9,635	\$ 8,469	\$ 1,640	\$ 1,230	\$ 8,200	\$ 111,174		\$ 90.39
Paraprofessional	\$ 42,400	\$ 4,982	\$ 4,379	\$ 848	\$ 636	\$ 4,240	\$ 57,485		\$ 33.16
Assistive Technology Coordinator	\$ 47,000	\$ 5,523	\$ 4,854	\$ 940	\$ 705	\$ 4,700	\$ 63,722		\$ 36.76
Regional Student Records Coordinator	\$ 35,000	\$ 4,113	\$ 3,615	\$ 700	\$ 525	\$ 3,500	\$ 47,452		\$ 22.81
Lead SpEd Student Records Coordinator	\$ 56,000	\$ 6,580	\$ 5,784	\$ 1,120	\$ 840	\$ 5,600	\$ 75,924		\$ 36.50
Lead Services Coordinator	\$ 47,000	\$ 5,523	\$ 4,854	\$ 940	\$ 705	\$ 4,700	\$ 63,722		\$ 30.64
Regional SEIS Coordinator	\$ 50,000	\$ 5,875	\$ 5,164	\$ 1,000	\$ 750	\$ 5,000	\$ 67,789		\$ 32.59
Regional Services Coordinator	\$ 36,500	\$ 4,289	\$ 3,770	\$ 730	\$ 548	\$ 3,650	\$ 49,486		\$ 23.79
Administrative Support Specialist	\$ 36,500	\$ 4,289	\$ 3,770	\$ 730	\$ 548	\$ 3,650	\$ 49,486		\$ 23.79
Lead Assessment Coordinator	\$ 63,250	\$ 7,432	\$ 6,532	\$ 1,265	\$ 949	\$ 6,325	\$ 85,753		\$ 41.23
Assessment Team Coordinator	\$ 59,750	\$ 7,021	\$ 6,171	\$ 1,195	\$ 896	\$ 5,975	\$ 81,008		\$ 38.95
Regional Assessment Team Coordinator	\$ 40,600	\$ 4,771	\$ 4,193	\$ 812	\$ 609	\$ 4,060	\$ 55,045		\$ 26.46
Transition Job Coach	\$ 38,500	\$ 4,524	\$ 3,976	\$ 770	\$ 578	\$ 3,850	\$ 52,198		\$ 30.11
HQT's	\$ 60,000	\$ 7,050	\$ 6,197	\$ 1,200	\$ 900	\$ 6,000	\$ 81,347		\$ 46.93
EL Support Coordinators	\$ 67,975	\$ 7,987	\$ 7,020	\$ 1,360	\$ 1,020	\$ 6,798	\$ 92,159		\$ 74.93
High School Content Specialists	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684		\$ 82.67
Director of Student Achievement	\$ 205,000	\$ 24,088	\$ 21,172	\$ 4,100	\$ 3,075	\$ 20,500	\$ 277,935		\$ 133.62
Director of Secondary Services	\$ 175,000	\$ 20,563	\$ 18,074	\$ 3,500	\$ 2,625	\$ 17,500	\$ 237,262		\$ 114.07
Director of Curriculum	\$ 165,000	\$ 19,388	\$ 17,041	\$ 3,300	\$ 2,475	\$ 16,500	\$ 223,704		\$ 107.55
Senior Director of Student Support	\$ 145,000	\$ 17,038	\$ 14,976	\$ 2,900	\$ 2,175	\$ 14,500	\$ 196,588		\$ 94.51
Director of Intervention	\$ 110,000	\$ 12,925	\$ 11,361	\$ 2,200	\$ 1,650	\$ 11,000	\$ 149,136		\$ 71.70
Assistant Director of SPED Transition	\$ 110,000	\$ 12,925	\$ 11,361	\$ 2,200	\$ 1,650	\$ 11,000	\$ 149,136		\$ 71.70
High School Counselors	\$ 64,362	\$ 7,562	\$ 6,647	\$ 1,287	\$ 965	\$ 6,436	\$ 87,260		\$ 70.94
Lead Testing Coordinator	\$ 80,000	\$ 9,400	\$ 8,262	\$ 1,600	\$ 1,200	\$ 8,000	\$ 108,462		\$ 88.18
Assessment Intake Specialist	\$ 40,300	\$ 4,735	\$ 4,162	\$ 806	\$ 605	\$ 4,030	\$ 54,638		\$ 26.27

ATTACHMENT C
ADDRESSES OF NOTICE

Party #1	Blue Ridge Academy (Kern) 955 Stanislaus St., Maricopa, CA 93252-9779
Party #2	Granite Mountain Charter School 8560 Aliento Rd., Lucerne Valley, CA 92356-8133
Party #3	Triumph Academy 8560 Aliento Rd., Lucerne Valley, CA 92356-8133
Party #4	Heartland Charter School 955 Stanislaus St., Maricopa, CA 93252-9779
Party #5	Clarksville Charter School 5049 Robert J. Mathews Pkwy, El Dorado Hills, CA 95762-5752
Party #6	Feather River Charter School (North) 4305 South Meridian Rd., Meridian, CA 95957-9647
Party #7	Cabrillo Point Academy (South) 4612 Dehesa Rd., El Cajon, CA 92019-2922
Party #8	The Cottonwood School 7006 Rossmore Lane, El Dorado Hills, CA 95762
Party #9	Lake View Charter School 4672 County Road N, Orland, CA 95963-8103
Party #10	Winship Community School 4305 South Meridian Rd., Meridian, CA 95957-9647
Party #11	Pacific Coast Academy 4612 Dehesa Rd., El Cajon, CA 92019-2922
Party #12	Yosemite Valley Charter School (Central) 1781 East Fir Ave., Ste. #101, Fresno, CA 93720-3840
Party #13	Monarch River Academy 2293 East Crabtree Ave., Porterville, CA 93257-5225
Party #14	Mission Vista Academy 1440 Beaumont Avenue, Suite A2 #412, Beaumont, CA 92223



Suicide Prevention Policy

Cabrillo Point Academy is committed protecting the health and well-being of all Cabrillo Point Academy students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The purpose of Cabrillo Point Academy Governing Board approving this Suicide Prevention Policy is to accomplish the following:

1. Explain the Purpose for The Suicide Prevention Policy
2. Identify Parental Involvement in Suicide Prevention
3. Outline Key Terms and Definitions of Suicide Prevention
4. Identify Risk Factors and Protective Factors
5. Outline the Warning Signs of Suicide
6. Outline How to Respond to the Warning Signs of Suicide
7. Explain Suicide Discussion/Communication for Parents and Children.
8. Outline the Process for Assessment and Referral
9. Outline the Process for Implementing the Policy
10. Provide Resources for Parents, Students, and Staff Members on Suicide Prevention

1. Purpose: Cabrillo Point Academy recognizes that:

- a) physical, behavioral, and emotional health is an integral component of a student's educational outcome,
- b) further recognizes that suicide is a leading cause of death among young people,
- c) the has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and

d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Cabrillo Point Academy hereby adopts a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students. Our policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the school has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

2. **Parental/Guardian Involvement:** Parents and guardians play a key role in youth emotional and behavioral health, including suicide prevention. This policy is meant to be used as a tool for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who learn the warning signs and risk factors for suicide are better equipped to connect with professional help when necessary. The school encourages and advises parents/guardians to take every statement regarding suicide or personal harm seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to factors and conditions that reduce vulnerability to suicidal and self-harming behavior, for vulnerable youth populations. Feeling accepted by parents or guardians is a critical protective factor for vulnerable youth populations. As educators, Cabrillo Point Academy faculty and staff can help protect vulnerable youth populations by ensuring that parents and guardians have adequate resources regarding family acceptance and the essential role it plays in students' behavioral and emotional health.

3. **Student Participation and Education:** Cabrillo Point Academy along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the School's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education). This could include SafeTALK training and E suicide TALK that is suicide alertness for students, teachers, all staff, and parents.

Cabrillo Point Academy will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevent (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs).

3.4. Key Terms and Definitions:

- ***At Risk*** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
- ***Crisis Team*** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- ***Mental Health*** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- ***Postvention*** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

- **Risk Assessment** An evaluation of a student^[11]_{SEP} who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist or school counselor). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- **Risk Factors for Suicide** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- **Self-Harm** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- **Suicide** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
- **Suicide Attempt** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- **Suicidal Behavior** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- **Suicide Contagion** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- **Suicidal Ideation** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

4.5. Risk Factors and Protective Factors:

Risk Factors are characteristics or conditions that increase the chance that a person may try to take her or his life or participate in self-harming behaviors. These risks tend to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

1. Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
2. Problems with alcohol or drugs
3. Unusual thoughts and behavior or confusion about reality

4. Personality traits that create a pattern of intense, unstable relationships or trouble with the law
5. Impulsivity and aggression, especially along with a mental disorder
6. Previous suicide attempt or family history of a suicide attempt or mental disorder
7. Serious medical condition and /or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective Factors are characteristics or conditions that may help to decrease a person's risk of suicide or self-harming behaviors. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

The most frequently cited protective factors of suicide include:

1. Receiving effective mental health care
2. Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
3. The skills and ability to solve problems

It is important for school districts to be aware of student populations that are at elevated risk of suicidal or self-harming behavior based on various factors:

1. Youth living with mental and/or substance use disorders. While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bipolar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are important risk factors for suicidal behavior among your people. The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.
2. Youth who engage in self-harm or have attempted suicide. Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self-harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.
3. Youth in out-of-home settings. Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors of suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one research found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.
4. Youth experiencing homelessness. For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder.

5. American Indian/Alaska Native youth. In 2009, the rate of suicide among American Indian / Alaska Native youth ages 15-19 was more than twice that of the general youth population. Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma.
6. LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth. The CDC finds that LGBTQ youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers. The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made suicide attempt. Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejections, harassment, bullying, violence and victimization. For those youth with baseline risk for suicide (especially those with a mental disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ that will elevate the risk of suicidal behavior for LGBTQ youth.
7. Youth bereaved by suicide. Studies show that those who have experience suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.
8. Youth living with medical conditions and disabilities. A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of the conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

9. Youth that are victims of bullying.

5.6. Warning Signs of Suicide: It is vital to suicide prevention that individuals are equipped to recognize the warning signs of someone who is seriously contemplating suicide. Behaviors that may mean a person is at *immediate* risk for suicide and thus prompt you to take action right away include:

- Talking about wanting to die or to kill one's self
- Looking for a way to kill one's self, such as a new or sudden interest in buying a gun
- Talking about feeling hopeless or like there's no point in living or carrying on
- Unusual or unexpected visits or calls to family and friends to say "goodbye" as if they will not be seen again
- Sudden efforts to get one's affairs in order, e.g., making a will out of the blue or giving away prized possessions
- A sudden sense of calm and happiness; though this might sound contradictory, if an extremely depressed person suddenly seems calm or happy, this can mean the person has made a decision to commit suicide. *Do not assume a person expressing a desire to die is joking.* Ask if they are serious. And make sure to follow up. Someone might say they are only joking when in fact the "joke" is motivated by a sincere desire to die.

Suicide is not a joking matter; do not treat it as such. Less immediate, but still concerning, warning signs of suicidal ideation include:

- Feeling anxious or agitated
- Sudden reckless behavior
- Significant changes in sleep behavior (hardly sleeping, sleeping too much)
- Withdrawing or isolating from others
- Talking about feeling trapped
- Talking about pain feeling unbearable
- Talking about being a burden to others
- Increased use/abuse of alcohol or drugs
- Extreme mood swings

The above behaviors do not necessarily indicate suicidal ideation in and of themselves. However, when combined with other factors (like a recent, painful loss or public moment of humiliation), they should take on a new sense of urgency to intervene with help.

6.7. Responding to the Warning Signs: The most important thing you can do is ***take the person seriously***. Do not judge them; do not make them feel bad; do not make a joke about it even if it makes you feel uncomfortable. Above all, do not assume the person is only seeking attention. That is not your judgment to make and you making it could be a life-threatening mistake. Be there, support them, and take immediate action. That immediate action should include, at the very minimum, the following:

- Talk to the person. Let them know you care about them.
- Listen without judging. This means you need to set aside whatever religious or theological beliefs you have about suicide in the abstract. This moment is about helping the human being in front of you who needs support.
- Try not to act/appear shocked. The person is already in distress; an overwhelming display of emotions on your part could only further distress them and make them feel they should not talk to you.
- Ask the person directly, “Are you thinking of ending your life?” or “Are you considering killing yourself?” Though it might make *you* uncomfortable, remember these four concrete questions: Suicidal? Method? Have what you need to follow through with plan? When?

The more information you know, the better you can help the suicidal person as well as the professionals that need to get involved. Also, asking these questions can help you determine

how significant the risk. The more developed the person's suicidal plan, the higher the risk. For example, if the person has a method and a time in mind, the risk is extremely high.

- If the person says, “No,” continue to be with the person and give support and stay in touch for the next few days, repeating the above process.
- If the person says, “Yes,” and has a plan and access to lethal means, do not leave the person alone. Get a professional involved. ***Immediately contact a local mental health professional, law enforcement, a local hospital emergency department, and/or the National Suicide Prevention Lifeline (1-800-273-8255).***
- Provide any relevant information you may have about the person to those who are managing the crisis.
- Keep in contact with the person after the crisis and provide ongoing care and support.
- Draw on other leaders and volunteers in your home and school community to provide support
- If a person ever asks you to keep their suicidal feelings or thoughts secret, refuse. The most loving response to someone feeling suicidal is getting them the help they need. A life is at risk. *If the risk of chronic/not immediate:* ^L_{SEP} Sometimes people may display warning signs of suicide or *feel* suicidal but not have any plans to actually commit suicide. Their risk may be low, but their suicidal feelings or thoughts are still causing significant distress in their lives. Even though their risk of actually attempting suicide is low, you should still reach out and do your best to support them. Here are some ways you can do so:
- Ask them directly about their feelings and thoughts. You'd be surprised how willing some people are to talk about their suicidal urges. It might even be a relief for them to have someone to talk to about those urges. The Help Guide gives the following suggestions for starting such a conversation:
 - Help Guide, “Suicide Prevention: How to Help Someone who is Suicidal,” <http://www.helpguide.org/articles/suicide-prevention/suicide-prevention-helping-someone-who-is-suicidal>
 - *Ways to start a conversation about suicide:* I have been feeling concerned about you lately. Recently, I have noticed some differences in you and wondered how you are doing. I wanted to check in with you because you haven't seemed yourself lately.
 - *Questions you can ask:* When did you begin feeling like this? Did something happen that made you start feeling this way? How can I best support you right now? Have you thought about getting help?
 - *What you can say that helps:* You are not alone in this. I'm here for you. You may not believe it now, but the way you're feeling will change. I may not be able to understand exactly how you feel, but I care about you and want to help. When you want to give up, tell yourself you will hold off for just one more day, hour, minute—whatever you can manage.

Educate yourself about suicide. Study more about suicide, its causes, and how to show love to someone who struggles with it.

Do not talk about suicidal people as if they are “crazy” or “insane.” Use words that will not make them feel like isolating themselves even more. Most suicidal people are not clinically psychotic. They might be grief-stricken or depressed, but do not make them feel like they should be locked up in an asylum.

Help the person find professional assistance. Offer to help them find a counselor or therapist; offer to help fill out forms for applying to your county or state’s mental health care system.

Encourage positive lifestyle changes, such as exercising more. Start small: for example, invite the person to going for a walk or hiking with you on the weekend.

Help the person make a safety plan. Help the person develop a set of concrete and specific steps they promise to follow if they feel particularly suicidal. The plan should include things they promise to avoid (alcohol, drugs, etc.) and things they promise to do instead (call you, call another friend or therapist, etc.).

If necessary, have the person temporarily give you anything that they could use to commit suicide, such as unneeded, extra medications, razors, knives, etc.

Continue to stay in touch and support the person over the long-term. Repeat the above steps as needed.

7.8. For Parents- Suicide Discussion/Communication: Talking to your Children: *Here are some suggestions to help you with introducing the subject:*

- **Be courageous:** There is no shame in admitting that suicide is a scary issue. As parents, you probably want to protect your kids from all sorts of scary things. But you also have an obligation to teach them how to face reality and equip them to deal with all the scary things reality can bring. Here’s the truth: your kids are going to learn about suicide one way or another. ~~So would you rather that they learn about it from the media or a friend who suddenly kills himself, or would you rather that you have the opportunity to educate them in advance? So face those fears and dive right in.~~ This sensitive information should be discussed with children by a parent and/or mental health professional (when warranted) and not by peers who may provide incorrect information.
- **Pick a time where you can have an uninterrupted conversation:** Start the conversation when you have the best chance of having your child’s attention. A car ride, for example, ensures that your child will have fewer distractions than at home with the TV on. While you want to make sure your child gives you their attention, also make sure they don’t feel trapped. Remember: if talking about suicide makes *you* uncomfortable, it can also make your child feel uncomfortable. So make sure you not only have their attention, but that you do so in an environment that feels non-threatening and open.

- **Plan in advance:** Think about what you want to say and make sure you have the right information to talk to your child accurately and helpfully about suicide. Make notes or plan a script if you want.
- **Tailor the conversation to your child's age:** When talking about suicide (or any big, serious topic, for that matter), make sure that you keep the conversation at a level that is appropriate for that child's developmental level. For younger children, your descriptions can be shorter and simpler. For older children, give longer and more detailed answers. Additionally, older children will likely have many questions. If you don't know the answer to a question, don't be afraid to say that. You can make it into a learning experience and research the answer with your child together. That's much better than inaccurate or misleading information.
- **Explain suicide in a way that dispels common myths:** Let your children know not only the facts about suicide, but also what depression is and how it can make people feel suicide is their only escape. Let them know that suicide is never a necessity and that there is always hope. Let them know that they are not bad if they feel sad or upset and that it's ok to tell you if they do feel this way. Make sure they feel safe in your home and that they do not have to pretend to always be happy. Let them know you will not judge them if they are feeling down and that you love them no matter how happy or sad they are.
- **Encourage them to talk to trusted adults:** Let your kids know that they can talk to you if they are feeling depressed or suicidal. Or let them know that if they ever feel uncomfortable talking to you about depression or suicide, that they can always talk to another trusted family member or adult in your community. The important thing is that they do not hold their feelings inside until they become so unbearable they feel like they are going to explode.
- **Let your child speak:** Ask your child what *they* think about the topic. Just be direct, e.g., "Have you thought about suicide? What do you think about it? Do your friends think about it? Do you know who you can talk to if you're feeling these feelings?"
- **Listen to your child:** If you ask your child what they think, make sure to be silent and give them the space to talk. If they say something that is inaccurate or that worries you, definitely be honest but do not interrupt them. Wait until they are done, affirm that you heard what they said and appreciate that they shared their thoughts with you, and *then* address whatever issues you feel need to be corrected.
- **Seeking Assistance:** There are differing situations where your child's distress may become apparent. Your child may reveal their suicidal thoughts to you, a friend, or a trusted adult. Whoever becomes aware of your child's distress, including you, must immediately seek assistance. In seeking assistance, your child's safety is the first consideration. The child should **never** be left alone during this crisis. If your child has a physician or therapist, call to alert them of the situation.

For the Child/ Student: School can be an exciting time, filled with new experiences, but at times you might feel as though it is more of a struggle. This information is meant to help you as you work through a tough time.

Life can be stressful. Between the friend drama, packed schedules, classes, clubs, relationships, sports, jobs, parental expectations, figuring out who you are, uncertainty over things, and not getting enough sleep, life can occasionally get you down and feel overwhelming. That is normal.

What is not normal is struggling through each day, feeling like things will only get worse. Maybe you feel like you have lost control, that nothing matters, or that you are alone. These feelings may indicate a condition that requires professional help, such as depression, anxiety or other mental health conditions.

Not everyone experiences mental health conditions in the same way, but **everyone struggling with their mental health deserves help**. Depression is among the most common conditions experienced. It is a complex medical illness that significantly interferes with an individual's ability to function, enjoy life, and feel like themselves.

A number of factors may contribute to a person becoming depressed; genetic predisposition and stressful life events can certainly play a role, but sometimes depression can occur without an obvious cause. This means that **anyone can become depressed**, even those who seemingly have every reason to be happy.

Depression commonly affects your thoughts, your emotions, your behaviors, and your overall physical health. Experiencing any one of these symptoms on its own does not constitute depression; a diagnosis of depression requires several of these symptoms to occur for at least two weeks. Here are some of the most common symptoms that point to the presence of depression:

- **Feelings:**
 - Sadness
 - Hopelessness
 - Guilt
 - Moodiness
 - Angry outbursts
 - Loss of interest in friends, family, and favorite activities
- **Thoughts:**
 - Trouble concentrating
 - Difficulty making decisions
 - Trouble remembering
 - Thoughts of harming oneself
 - Delusions and/or hallucinations can also occur in cases of severe depression
- **Behaviors:**

- Withdrawing from people
- Substance abuse including the use of nicotine.
- Missing work, school, or other commitments
- Attempts to harm oneself (e.g., cutting)
- **Physical/Somatic Problems:**
 - Tiredness or lack of energy, change in appearance, not taking care of self
 - Unexplained aches and pains
 - Changes in appetite
 - Weight loss or gain
 - Changes in sleep – sleeping too little or too much

If you are experiencing symptoms of depression, it is important to **talk to a trusted adult** (parent, teacher, counselor, coach, or clergy) or doctor so that you can get the help you need. **Depression does not go away on its own, but with the appropriate help it can be treated.** Studies show that more than 80% of people with depression can feel better with talk therapy (counseling) and/or medication. Maybe you have noticed that your friend has not been acting like themselves lately and you are worried about whether or not they are really “fine” after all. If you think a friend may be depressed, show them you care by reaching out. Give yourself time to talk in a private, comfortable place. Honestly share what you have noticed (changes in behavior, things they have said or done) and ask them how they are feeling. Let them know that you are asking them because you care, because you want them to feel better, and because there is help. Let them know that there is hope and help available, and support them to get the help they need. If you don’t feel comfortable asking your friend, share your concerns with a trusted adult who can. Talking about mental health can be difficult, but reaching out and getting help for depression is one of the most courageous, important things you can do for yourself or for a friend. **It might even save a life.**

- Resources at home or outside school:
 - Talk to a parent or older relative
 - Call your pediatrician or physician
 - Talk to a trusted adult, teacher, or guidance counselor
 - National Suicide Prevention Lifeline: 800-273-8255 and <https://suicidepreventionlifeline.org/chat/>
 -
 - If someone is in immediate danger, **call 911. *Getting help does not mean that you have failed, it demonstrates courage, hope, and means you’ve allowed others to show they care.***

8.9. Assessment and Referral: When a student is identified by a staff person as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or

intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

- School staff will continuously supervise the student to ensure their safety.
- The designated mental health and suicide prevention coordinator (s) will be made aware of the situation as soon as reasonably possible.
- The mental health professional/coordinator will contact the student's parent or guardian, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.
- Once the family is contacted, they should be provided guidance by the crisis coordinator or school psychologist.

Protecting the health and well-being of all students is of utmost importance. A suicide prevention policy serves to assist and protect all students through the following steps:

- Students should be made aware of and informed about recognizing and responding to warning signs of suicide in peers and friends, using coping skills, using support systems, and seeking help for themselves and friends.
- Cabrillo Point Academy will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the parents, staff, and student, and help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support.
- All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell an adult (e.g., teacher, parent) if they, or someone they know, is feeling suicidal or in need of help.
- Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
- If the 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 referral process should be prominently disseminated to all staff members with access to students, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Executive Director shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.
- The referral process shall be prominently disseminated to all parents/guardians/caregivers so they know how to respond to a crises and are knowledgeable about the school and community-based resources.

Coping Skills/Healthy Behaviors: These are positive actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that students can do in order to regulate his/her emotions; ask the student for input, and teach him/her additional strategies if necessary. Strategies may include: *slow breathing, yoga, play basketball, draw, write in journal, take a break from school activities to drink water, listen to music.*

Places I Feel Safe: These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or in the presence of safe people. Help students identify a physical and/or emotional state of being. Places may include: *my being with my friends, youth group at church, imagining I am on a beach watching the waves.*

School Support: Any school staff member or administrator can check in with a student regularly (regardless of whether or not the student seeks out help). Notify student's teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information).

Adult Support: It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how student will communicate with these individuals and include a phone number. Some adults may include: *family (e.g., grandparent, aunt, uncle, adult sister); clergy (e.g. youth pastor); or neighbor.*

9.10. Prevention: School Policy Implementation: A suicide prevention coordinator shall be designated by Cabrillo Point Academy Administration. This may be an existing staff person, such as a School Counselor or School Psychologist. The suicide prevention coordinator will be responsible for planning and coordinating implementation of suicide prevention for the school.

The school suicide prevention coordinator will act as a point of contact in the school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

Providing a safe, positive, and welcoming school climate; and ensuring that students have trusting relationships with adults serves as the foundation for effective suicide prevention efforts. Bullying and suicide-related behaviors have a number of shared risk factors including mental health challenges (e.g., depression, hopelessness, and substance use/abuse). Youth who report frequently bullying others and those who report being frequently bullied are at increased

risk for suicidal thoughts and behavior. Bully-victims (those who report both bullying others and being bullied) are at the highest risk for suicidal thoughts and behaviors. Keep in mind the relationship between bullying and suicide is more complex and less direct than it might appear. While bullying may be a precipitating event, there are often many other contributing factors, including underlying mental illness.

Prevention efforts should also address non-suicidal self-injury (NSSI or "cutting"). While the behavior is typically not associated with suicidal thinking, it is a red flag that someone is distressed and does increase the risk for suicidal thinking and behaviors. It is important that school staff learn to recognize the signs of NSSI, including cuts, burns, scratches, scabs, and scrapes, especially those that are recurrent and if explanations for the injuries are not credible. Suicide risk assessment should always be a part of intervention with the student who displays NSSI.

Staff Professional Development: All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native student, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

Identification and Intervention: Early identification and intervention are critical to preventing suicidal behavior. When a parent/caregiver or school staff become aware of a student exhibiting potential suicidal behavior, they should immediately contact a member of the school's crisis response team for a suicide risk assessment and support. If the appropriate staff is not available, 911 should be called. Typically, it is best to inform the student what you are going to do every step of the way. Under no circumstances should the student be left alone (even in a bathroom/ restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., mental health professional or law enforcement representative) can assume responsibility.

Designated members of the school crisis team should conduct a suicide risk assessment. The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional.

Caregiver notification is a vital part of suicide prevention. The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically, this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means are (e.g., guns, poisons, medications, and sharp objects) are removed or made inaccessible.

Refer to community services if warranted. Referral options to 24-hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

Help the parent/caregiver and/or school staff to develop with the student a safety plan. Helping the student to develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide (e.g., a safety plan) is recommended. Suicide prevention hotlines (e.g., 800-273-TALK) and the app MY3 (my3app.org) can be helpful elements of such a plan.

Schools are legally responsible for documenting every step in the assessment and intervention process. A documentation form for support personnel and crisis response team members should be developed to record all suicide intervention actions and caregiver communication. Student information must be kept confidential but there are exceptions to FERPA when safety is of concern. Staff responsible for the safety and welfare of the student should be provided with the information necessary to work with the student and preserve the safety. School staff members do not need clinical information about the student or a detailed history of his or her suicidal risk or behavior. Discussion among staff should be restricted to the student's treatment and support needs.

Keep tabs on the rumor mill (including social media). If you hear or see something credible, refer the student to a school-employed mental health professional or crisis response team member. At the same time, gossip about particular incidents and students should also be discouraged.

Please Remember:

If it seems that an individual is in immediate danger of hurting himself or herself: Take the person to a hospital Emergency Room to be evaluated by a health professional.

If the person refuses help: Call 9-1-1 for police evaluation of the individual. If the person is a danger to self or others, the officer can transport the person to a hospital where he or she may be held.

Postvention. Following a suicide, school communities must strike a delicate balance. Students should have an opportunity to grieve, but in a way that does not glorify, romanticize or sensationalize suicide, which may increase suicide risk for other students.

Confirm facts. Confirm the facts related to the death with the family and/or police. Inform other schools in the district with students related or close to the deceased. Contact the family to offer condolences, ask what the school can do to help, offer resources, and to discuss communication with the school community. Protect and gather the personal effects of the deceased for the family and/or the police. Pay close attention to other students (and staff) who may also be at risk of suicidal behavior.

Resources needed. In some situations, schools may have adequate resources to handle the aftermath of a suicide. However, it is critical that schools assess the impact of the suicide on the school community to determine the level of postvention support needed. Factors to consider include how well known the student was, if the suicide was public (e.g., occurred at a school event), and/or if the deceased had shared his/her suicidal intentions with others (particularly to large numbers of other students via social media). These factors generally increase the impact and thus the potential postvention needs of members of the school community.

Have an up to date list of community resources and mental health facilities that can be called. For instance does the police / sheriff have a trained officer to respond?

Trevor Project <https://suicidepreventionlifeline.org/>

Suicide prevention lifeline 199273 TALK (on ID cards?)

Coalition for youth crisis line <https://calyouth.org/cycl/>

Know the signs <http://www.suicideispreventable.org/>

Contagion. Suicide contagion occurs when suicidal behavior is imitated. The effect is strongest among adolescents: they appear to be more susceptible to imitative suicide than adults, largely because they may identify more readily with the behavior and qualities of their peers. Guilt, identification, and modeling are each thought to play a role in contagion. Sometimes suicide contagion can result in a cluster of suicides. Studies indicate that 1-5% of all suicides within this age group are due to contagion (100-200 teenage cluster suicides per year).

Suicide postvention strategies designed to minimize contagion include avoiding sensationalism or giving unnecessary attention to the suicide, avoiding glorifying or vilifying of suicide victims, and minimizing the amount of detail about the suicide shared with students.

If there appears to be contagion, school administrators should consider taking additional steps beyond the basic crisis response, including stepping up efforts to identify other students who may be at heightened risk of suicide, collaborating with community partners in a coordinated suicide prevention effort, and possibly bringing in outside experts.

Memorials. Memorials in particular run the risk of glamorizing suicide and should thus be implemented with great care. Living memorials are recommended such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing opportunities for service activities in the school that emphasize the importance of student's taking care of each other.

Care for the caregiver. It is important that administrators and crisis team members not underestimate the potential impact that a suicide can have on school staff members. School leaders should promote a culture in which both the students and the adults in the building feel comfortable asking for help and/or to take a break. Providing contact information and encouraging staff to meet their own mental health needs is an important first step in ensuring that staff are adequately supported.

Grief. Understanding the nature of grief can help us better cope with loss. Grief is a natural, healthy process that enables us to recover from terrible emotional wounds. Grief can affect our thinking, behavior, emotions, relationships, and health. People may experience sleeplessness, exhaustion, indigestion, lack of appetite, or memory lapses. Recognizing that these are common reactions to grief can help us minimize them by reaching out to friends, or joining a community support group.

The journey through grief has four phases:

- **Shock – In the days and weeks immediately following a devastating loss, common feelings include numbness and unreality, like being trapped in a bad dream.**

- **Reality** – As the fact of the loss takes hold, deep sorrow sets in, accompanied by weeping and other forms of emotional release. Loneliness and depression may also occur.
- **Reaction** – Anger, brought on by feelings of abandonment and helplessness, may be directed toward family, friends, doctors, and the one who died or deserted us. Other typical feelings include listlessness, apathy, and guilt over perceived failures or unresolved personal issues.
- **Recovery** – Finally, there is a gradual, almost imperceptible return to normalcy. This is a time of adjustment to the new circumstances in life.

These phases vary in duration for each person, so the school should not impose a timetable upon anyone. Some people need a year or two, while others may take less time. Holidays, anniversaries, and birthdays can trigger intense grief, especially the first year. Everyone grieves differently – depending on personality, religious beliefs, maturity, emotional stability, and cultural traditions.

The following steps should be implemented after a **mental health crisis** has happened:

- Treat every threat with seriousness and approach with a calm manner, make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

The following steps shall be implemented upon **re-entry to school after a suicide attempt**:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

10.11. Resources for Parents, Students and Staff Members on Suicide Prevention:

- **Parents as Partners: A Suicide Prevention Guide for Parents** is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>
- **Sources of Strength:** <https://sourcesofstrength.org>
- **Know the Signs:** <http://www.suicideispreventable.org>
- **National Mental Health and Suicide Support Services:** The following are just a few places you can access listings for local mental health services in your area. Please call or visit their websites for details.
- **National Suicide Prevention Lifeline:** 1 (800) 273-TALK (800-273-8255)
- **Mental Health America (MHA):** www.mentalhealthamerica.net 1-800-969-6642
- **Mental Health Services Locator:** www.mentalhealth.samhsa.gov/databases
- **American Foundation for Suicide Prevention** www.afsp.org
- **American Association for Suicide Prevention** www.suicidology.org
- **Center for Disease Control & Prevention** www.cdc.gov/ViolencePrevention/suicide
- **Healthy Place -** www.healthyplace.com
- **Jed Foundation -** www.jedfoundation.org
- **National Federation of Families for Children's Mental Health** www.ffcmh.org
- **National Alliance on Mental Illness (NAMI)** www.nami.org 1-800-950-NAMI (6264)
- **The Trevor Lifeline -** www.thetrevorproject.org 1-866-488-7386
- **National Institute of Mental Health (NIMH) -** www.nimh.nih.gov
- **Strength of US-** www.strengthofus.org
- **Substance Abuse and Mental Health Services Administration (SAMHSA)** www.samhsa.gov/prevention/suicide.aspx
- **Suicide Awareness Voices of Education (SAVE)** www.save.org
- **Suicide Prevention Action Network USA -** www.spanusa.org
- **Suicide Prevention Resource Center (SPRC) -** www.sprc.org

Book Resources for Parents: Mental Health and Resilience

- Beardslee, William. Out of the Darkened Room: When a Parent is Depressed: Protecting the Children and Strengthening the Family. 2002.
- Rapee, Ronald et al. Helping your anxious child: A step by step guide. 2000.
- Manassis, Katharina & Levac, Anne Marie. Helping your teenager beat depression: A problem-solving approach for families. 2004.
- Lezine, DeQuincy and Brent, David. Eight Stories Up: An Adolescent Chooses Hope over Suicide. 2008.
- Bourne, Edward. The Anxiety & Phobia Workbook. 2005.
- Riera, Michael. Uncommon Sense for Parents with Teenagers. 2004.
- Phelan, Thomas. Surviving Your Adolescents: How to Manage and Let Go of Your 13-18 year olds. 1998.
- Sachs, Brad. The Good Enough Child: How to Have an Imperfect Family and Be Totally Satisfied. 2001.
- Apter, Terri. The Confident Child: Raising Children to Believe in Themselves. 1997.
- Book Resources for Teens: Mental Health and Resilience
- Hipp, Earl. Fighting Invisible Tigers: A Stress Management Guide for Teens. 2008.
- Fox, Annie. Too Stressed to Think? A Teen Guide to Staying Sane When Life Makes You Crazy. 2005
- Seaward, Brian. Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger. 2002.
- Espeland, Pamela. Life Lists for Teens: Tips, Steps, Hints, and How-To's for Growing Up, Getting Along, Learning, and Having Fun. 2003.
- Covey, Sean. The 7 Habits of Highly Effective Teens. 1998.
- Kay Redfield Jamison, *Night Falls Fast: Understanding Suicide*
- Andrew Slaby and Lili Frank Garfinkle, *No One Saw My Pain: Why Teens Kill Themselves*
- Beverly Cobain and Jean Larch, *Dying to Be Free: A Healing Guide for Families after a Suicide*
- Linda H. Kilburn, *Reaching Out After Suicide: What's Helpful and What's Not*
- Judith Herman, *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*

- Laura Van Dernoot Lipsky and Connie Burk, *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*
- Pema Chodron, *The Places that Scare You: A Guide to Fearlessness in Difficult Times*
- Pete Walker, *The Tao of fully feeling: Harvesting forgiveness out of blame.*
- Peter A. Levine, *Waking the Tiger: Healing Trauma*



Suspension and Expulsion Policy

Cabrillo Point Academy is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

The purpose of Cabrillo Point Academy Governing Board approving this Suspension and Expulsion Policy is to accomplish the following:

1. Establish the Responsibility of the Charter School
2. Identify the Grounds for Suspension and Expulsion of Students
3. Identify Enumerated Offenses
4. Outline Suspension Procedures
5. Outline the Authority to Expel
6. Outline Expulsion Procedures
7. Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
8. Identify the Record of Hearing
9. Identify the Presentation of Evidence
10. Outline the Written Notice to Expel
11. Outline the Maintenance of Disciplinary Records
- ~~12. Identify a Student's Right to Appeal~~
13. Outline Expelled Students/Alternative Education
14. Outline Rehabilitation Plans
15. Outline the Readmission Process

- 1. Responsibility of the Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations. 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 the 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 school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

- 2. Grounds for Suspension and Expulsion of Students:** A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

3. Enumerated Offenses:

- Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - Committed or attempted to commit robbery or extortion.
 - Caused or attempted to cause damage to school property or private property.
 - Stole or attempted to steal school property or private property (as used in this policy, “school property” includes, but is not limited to, electronic files and databases).
 - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited, to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
 - Committed an obscene act or engaged in habitual profanity or vulgarity.
 - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - Commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts specified above relating to disrupting school activities and willful defiance, and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
 - Knowingly received stolen school property or private property.

- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, ~~288a~~ or 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
 - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~the student’s his or her~~ age, or for a person of ~~that student’s his or her~~ age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on ~~that student’s his or her~~ physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with ~~that student’s his or her~~ academic performance.
 - iv. Causing a reasonable student to experience substantial interference with ~~that student’s his or her~~ ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or

attributes of an actual student other than the student who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

iv. An act of cyber sexual bullying. (48900(r)(2)(A)(iii).

(a) For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.

(b) Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
 - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- ~~○ Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, ~~288a~~ or 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 - Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
 - Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
 - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
 - Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
 - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that student’s ~~his or her~~ age, or for a person of that student’s ~~his or her~~ age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on ~~that student's his or her~~ physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with ~~that student's his or her~~ academic performance.
 - iv. Causing a reasonable student to experience substantial interference with ~~that student's his or her~~ ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (c) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (d) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - iv. ~~An act of cyber sexual bullying. (48900(r)(2)(A)(iii).~~
 - ~~(a) For purposes of this section, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.~~
 - ~~(b) Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.~~
- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical

violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
 - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

4. Suspension Procedure: Suspensions shall be initiated according to the following procedures:

- Conference: Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action, ~~and the evidence against that student~~ ~~home or her~~, ~~the other means of correction that were attempted before the disciplinary action~~, and shall be given the opportunity to present ~~that student's his or her~~ version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure

of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

- **Notice to Parents/Guardians:** At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
 - **Suspension Time Limits/Recommendation for Expulsion:** Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. *If such extended suspension exceeds 10 days, the following procedures shall be followed: 1) The Senior Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.*
 - *Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.*
- 5. Authority to Expel:** A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

- 6. Expulsion Procedures:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the Student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. **The date and place of the expulsion hearing;**
 2. **A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;**
 3. **A copy of the Charter School's disciplinary rules which relate to the alleged violation;**
 4. **Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;**
 5. **The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;**
 6. **The right to inspect and obtain copies of all documents to be used at the hearing;**
 7. **The opportunity to **present testimony, evidence and witnesses** and confront and question all witnesses who testify at the hearing;**
 8. **The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.**
- 7. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:** The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.
- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
 - The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 - At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination

during which he or she may leave the hearing room.

- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

8. Record of Hearing: A record of the hearing shall be made and may be maintained by any

means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

- 9. Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

- 10. Written Notice to Expel:** The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

- 11. Disciplinary Records:** The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

~~**12. Right to Appeal:** Per AB 1360, a student being expelled or suspended will be provided "oral or written notice of the charges against the student," "an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story," and/or the opportunity for "a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate." Moreover, for any non-voluntary removal, the student's parent or guardian will be given written notice of intent to remove the student no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.~~

- 13. Expelled Students/Alternative Education:** Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.
- 14. Rehabilitation Plans:** Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.
- 15. Readmission:** The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.



Educational Vendor Policies and Procedures

Cabrillo Point Academy (“Charter School”) is focused on “Personalized Learning”, a philosophy that puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In furtherance of this philosophy and Charter School’s educational mission, families and Charter School staff together carefully select educational items and services for students to fit their goals and education plan.

The purpose of the Cabrillo Point Academy Governing Board approving the Educational Vendor Policies and Procedures is to accomplish the key requirements detailed in this policy, including:

1. The Senior Director (as defined below) must approve all vendors before they can provide educational items or services to students.
2. The Homeschool Teacher (as defined below) and Senior Director (as defined below) must approve all requests for educational items or services to ensure they are aligned with the charter petition and student’s personalized learning curriculum.
3. No family may spend, or obligate the Charter School to spend, any Charter School monies on educational items and services. Charter School is responsible for making purchases of approved educational items and services.

VENDOR APPLICATION AND APPROVAL

1. **Educational Vendor Applications:** Charter School contracts with educational vendors who provide educational enrichment services (e.g., in-person educational activities) and items (e.g., textbooks, workbooks, etc.) to students. Vendors must submit an application to Charter School detailing critical information such as qualifications and services. Charter School shall carefully review Vendor’s application, website, available references, social media, and other pertinent information.

The Senior Director or his/her designee (“Senior Director”) must approve all educational vendors and enter into an agreement with approved vendors before a vendor can provide any educational services to students. The Senior Director may reject a vendor applicant or terminate vendor services for any reason. The Senior Director may delegate his/her authority to approve vendors as necessary to promote the effective operations of the Charter School. For educational products, parents may submit requests specific educational products from a particular vendor (e.g., pencils from an online store). The Charter School’s approval of the educational product request (approval process described below) serves as vendor approval.

2. **Vendor Guidelines:** The Senior Director is responsible for approving vendors, and must ensure the vendor meets guidelines, including, but not limited to the following:

- Vendor must have the qualifications, skills and, if applicable, the certification and licenses necessary to perform the requested services in a competent and professional manner.
 - Vendor conducts background checks pursuant to Education Code section 45125.1 to ensure Vendor (if an individual), its employees, and agents who interact with students have not committed a serious or violent felony.
 - Vendor services and/or products must be non-sectarian. Vendor's services and products must not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other protected basis under California law.
 - Vendor must maintain adequate levels of insurance for its educational services.
 - Vendor must not be a private school offering services through a part-time program (e.g., after school programs) or a parent-organized group (also known as "co-op").
 - Vendors must qualify as independent contractors in accordance with applicable laws. This is determined by the Senior Director based on vendor representations and vetting by the Charter School or its service provider.
3. **Vendor Agreement:** Once the Senior Director has approved a vendor, the vendor and Charter School must enter into a vendor agreement before the school can order educational services from the vendor. Considering families may have one-off requests for educational products, a vendor agreement may not be necessary for the Charter School to purchase educational products (e.g., ordering pencils from an online store for one student). The vendor agreement will include protections set forth in this policy, including, but not limited to requiring background checks for staff interacting with students, prohibitions on non-sectarian/discriminatory items and services, insurance and indemnification provisions, and more.

REQUESTING EDUCATIONAL SERVICES AND ITEMS

1. **Requests:** Students make requests for educational services and items through the Enrichment Ordering System. The Enrichment Ordering System is accessible on the Charter School website and features a list of approved educational vendors. All requests for educational services and items must: (i) first be approved the credentialed teacher assigned to supervise student's independent study ("Homeschool Teacher"); and (ii) approved by the Senior Director or designee. The Senior Director may delegate his/her authority to approve parent requests for educational items and services as necessary to promote the effective operations of the Charter School.

The Senior Director can deny any request for educational items or services in his or her sole discretion for any reason. Families cannot directly purchase, or obligate the Charter School to purchase, any educational items or service without Charter School's approval.

~~The planning amount for each student for educational items and services per full school year is \$2600 (TK—8th grade) and \$2800 (9th—12th grade) for the 2020—2021 School Year.~~ The Charter School establishes a planning amount for students for educational items and services per full school year. Parents and students are not guaranteed to receive any educational items and services up to and equal to this planning amount, as a Homeschool

Teacher and the Senior Director must approve all requests. The planning amount is also not a mandatory cap limiting the Charter School's ability provide necessary educational services to students (e.g., pursuant to a student's individualized education program). The Charter School developed this planning amount to help ensure the school provides educational items and services aligned with its budget and to help ensure fair and equal treatment of students, to the extent consistent with individual needs. Parents and students are not given access to direct or encumber planning amount funds. Parents are encouraged to work with their Homeschool Teacher to develop multi-year plans for their children because their educational needs may vary from year-to-year. While the Charter School does not guarantee any specific amount of funding for educational services and items, a multi-year plan empowers the Charter School and families to develop a personalized course of study suited to their children's needs and the Charter School to effectively budget for all students. The planning amount cannot be transferred to any other student.

The Homeschool Teacher and Senior Director are responsible for granting requests and allocating educational products and services in a nondiscriminatory manner. The Charter School shall seek to purchase cost-effective educational items and services. The Homeschool Teacher and Senior Director shall ensure purchased educational items and services meet the following requirements:

- From approved vendors only.
 - Support the requesting student's personalized curriculum and education plan.
 - Must be aligned with State standards, student's course of study (e.g., requested amount of fabric corresponds to length of course/project), and student's independent study master written agreement.
 - From a vendor who is not related to the Charter School family requesting the educational items or services and otherwise does not present conflict of interest concerns.
2. **Core Subject Curriculum:** The Homeschool Teacher and Senior Director must ensure students access all necessary "core subject curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any extracurricular activities or supplemental educational or enrichment items. Core subject curriculum includes physical curriculum like McGraw Hill Textbook Set and associated workbooks and access to digital educational platforms such as Odysseyware or StongMind Digital Learning.
 3. **Enrichment Certificates:** After the Homeschool Teacher and Senior Director approve a request through the Enrichment Ordering System, an "Enrichment Certificate" is created by Charter School. Charter School requests educational services and items from approved vendors through Enrichment Certificates. If necessary, Charter School may use an approved vendor's purchase order form in lieu of an Enrichment Certificate. Certificates/purchase orders should include important information, including the requested educational services, dates of services, Enrichment Certificate/PO Number, and approved cost for services.

Vendors must receive an approved Enrichment Certificate/purchase order before providing educational services or items to students. Vendors must receive the Enrichment Certificate/purchase order and provide the requested education services before submitting an invoice to Charter School.

4. **Prohibited Requests:** Charter School students can only request education services and items available in the Enrichment Ordering System. **Homeschool Teachers and Senior Directors will only approve requests for educational items and services that are educational**

quality (e.g., not top of the line). Only basic items and services may be approved. Charter School will not approve educational items or services beyond what is needed to meet a student's learning objectives.

The following is a non-exhaustive list of prohibited items and services:

- Backpacks
- Amusement park tickets
- Video game hardware or software
- Excessive quantities of any item or service (e.g., beyond student's course of study).
- Non-educational household items (e.g., storage containers, organizational items (large or small items), picture frames, etc.)
- Bicycles, tricycles, scooters, skateboards, rollerblades, roller skates, wagons, etc.
- Live animals or animal supplies small insects/amphibians/worms as a part of a science class. Certain kit and supplies can be ordered by a student (e.g., praying mantis, caterpillars, ladybugs, or silkworms to study; ant farms; or tadpoles)
- Top of the line musical instruments (where more reasonably-priced options are available)
- Educational items and services must be nonsectarian
- Taxis/Uber/Lyft rides and other transportation costs

5. **Educational Field Trips:** While families are prohibited from requesting trips to non-educational venues, they can request to join educational field trips through the Enrichment Ordering System (e.g., museums, aquariums, libraries, etc.) The Senior Director and Homeschool Teacher shall carefully scrutinize each request to ensure the requested educational field trip aligns with the student's course of study and furthers their education and that all participants are necessary for student transportation, safety and supervision.

In light of the Charter School providing an independent study program, it is anticipated that a parent/guardian may need to serve as chaperone and transport their children for approved educational field trips. The Charter School Board finds funding the actual, reasonable, and necessary costs (not from a student's planning amount) for a chaperone to access the educational field trip (e.g., ticket to museum, transportation costs) furthers public school purposes where necessary or desirable to allow students to participate in educational field trips.

6. **Student and Family Responsibilities:**

- A. Returning Educational Products: All educational items requested through the Enrichment Ordering System are the property of the Charter School. This includes any technology, textbooks, and other educational items. Families must return all educational products upon disenrollment or upon request by the Senior Director or Homeschool Teacher. In accordance with applicable law, parents are responsible for to replace lost, stolen, damage, or otherwise unreturned educational items.

- Certain items are "consumable", meaning they are not functional after use (e.g., workbooks). These items can be discarded by families after use.

- B. Damaged or Lost Educational Items: Parents are responsible for replacing lost, stolen, damage, or otherwise unreturned educational items to the extent allowed under

applicable law. If an educational item is damaged, parents must immediately contact the Homeschool Teacher for support.

- C. Required Attendance: Students must attend regular learning period meetings with their Homeschool Teacher to discuss progress, turn in quality work samples, and complete their Student Activity Logs (Attendance Logs) in order to make requests for extracurricular educational activities (e.g., non-core curriculum items) through Enrichment Ordering System.

- 7. **Questions:** If Charter School families have any questions about this policy or how to make requests for educational items and services, please contact Senior Director, Jenna Lorge at jenniferl@inspireschools.org.

VENDOR AGREEMENT

This Vendor Agreement ("Agreement") is made between **Cabrillo Point Academy** ("School"), a California nonprofit public corporation ~~that operates a public charter school~~ and _____ ("Vendor").



RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the businesses of providing experienced and qualified educational services as set forth in **Exhibit A**; and

WHEREAS, School desires to retain Vendor for the purpose of providing the services described herein for the benefit of the School, families, and students.

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable and sufficient consideration, the parties agree as follows:

SECTION 1. TERM and TERMINATION.

- a. Term: This Agreement shall be effective as of **[INSERT DATE]** ~~until June 30, 2020 (the "Initial Term")~~. **[INSERT DATE]**.
- b. Termination: Vendor may terminate this Agreement for cause after providing sixty (60) days advance written notice to School. School may terminate this Agreement at any time, with or without cause in its sole discretion with same-day written notice. Upon termination, School shall pay Vendor for all necessary and approved Services rendered pursuant to this Agreement and relevant "Enrichment Certificate(s)" (defined below) up to the effective date of termination. School has no obligation to pay Vendor for any Services provided after the effective date of termination. The termination of this Agreement constitutes a termination of any active invoices and Enrichment Certificates.

SECTION 2. SERVICES.

- a. Scope of Services: Vendor is hereby engaged by School to perform the student enrichment services specified in **Exhibit A**, incorporated herein by reference ("Services"), subject to the terms and conditions contained herein. Vendor assumes full responsibility for the performance of the Services provided under

the terms of this Agreement. School does not guarantee any minimum amount of work by this Agreement.

- b. No Authority to Bind School: Vendor understands and agrees that Vendor lacks the authority to bind School contractually, conduct business on School's behalf, or incur any obligations on behalf of School. Specifically, Vendor agrees not to represent himself/herself or any Vendor employees, agents, or contractors as an employee of School in any capacity, including, but not limited to, when interacting with School students, parents, vendors, or employees.
- c. Responsibility for Performance: Vendor assumes full responsibility for the performance of Vendor's duties under the terms of this Agreement and warrants that Vendor and its employees, contractors, and other agents are fully qualified in Vendor's specialized skill or expertise to perform such duties. Vendor will not enter into any contract or engagement that conflicts or interferes with Vendor's duties under this Agreement.
- d. Compliance with Charter Petition and Law: Except when otherwise expressly required by applicable law, School shall not be responsible for monitoring Vendor's compliance with the law, charter petition, and Agreement. Vendor acknowledges that School must comply with Education Code § 220's prohibitions against discrimination, obligations to provide a free appropriate education to students with exceptional needs pursuant to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, and be non-sectarian in its programs. Vendor must be non-sectarian in any Services provided to School students. Vendor shall ensure its performance of its Services complies with these legal and charter petition requirements. If Vendor performs any Services in a manner that is contrary to law, Vendor shall bear all claims, costs, losses and damages (including, but not limited to, reasonable attorneys' fees and costs) arising therefrom.
- e. Service Limitations: Vendor shall not serve a School student for more than twelve (12) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under this Agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); excepting visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the supervising teacher.
- f. No Private School Affiliation: Vendor certifies that it is not, nor is it affiliated with, a private school that submitted an affidavit to register with the California Department of Education and is listed on the state's Private School Directory ("Private School"). Vendor affirms the Services shall not be provided at a Private School. Vendor affirms that it will not confer any compensation received for performing Services under this Agreement to a Private School.

- g. Prohibited Conflicts: Vendor is prohibited from providing Services under this Agreement to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of the Vendor (or its employees). School shall not be responsible for paying Vendor for the prohibited services described herein.

SECTION 3. PAYMENT.

- a. Enrichment Certificate: School requests Services from Vendor through **School's issuance of** an Enrichment Certificate. School is not responsible **to pay for any the** costs of Services without issuance of an Enrichment Certificate. The Enrichment Certificate will detail requested Services, dates of Services, fees for Services, and other relevant information. Vendors must first receive an Enrichment Certificate before providing Services to students. School does not pay for Services in advance. If an Enrichment Certificate expires, Vendor must cease providing Services until it receives another Enrichment Certificate.
- b. Vendor Invoice: School shall pay Vendor for Services performed through invoices. Vendor will remit one (1) itemized invoice after completing the Services pursuant to an Enrichment Certificate. Vendors should submit invoices to **[INSERT CONTACT INFORMATION]**. School will endeavor to pay undisputed invoice amounts within thirty (30) days of receipt.
- c. Termination of Enrichment Certificate: School may terminate an Enrichment Certificate at any time, with or without cause in its sole discretion with same-day written notice. School shall pay Vendor the undisputed amounts for Services already performed under the Enrichment Certificate.
- d. Incurred Costs: Any damages or costs incurred by School, including replacement costs, as a result of Vendor's failure to competently perform under this Agreement may be deducted by School from any amounts owed to Vendor.
- e. Use of School's Name: Vendor shall not use the name, insignia, mark, or any facsimile of the School for any purpose, including but not limited to advertising, client lists, or references, without the advance written authorization of the School.

SECTION 4. GENERAL CONDITIONS FOR VENDOR PERFORMANCE.

- a. Vendor Qualifications: Vendor represents it has the qualifications, skills and, if applicable, the certification and licenses necessary to perform the Services in a competent, and professional manner, without the advice or direction of School. Upon School's request, Vendor shall provide copies of certification or licensure. Subject to the terms of this Agreement, Vendor shall render all Services hereunder in accordance with this Agreement and **Exhibit A**, Vendor's independent and professional judgment and in compliance with all applicable laws and with the generally accepted practices and principles of Vendor's trade. Vendor is customarily engaged in the independently established trade, occupation, or business of the same nature as the Services performed.

- b. Relationship: The School is not an employer of Vendor or its employees, contractors, or agents and shall not supervise individuals as such in carrying out the Services to be performed by Vendor under the terms of this Agreement. It is expressly understood between the parties that Vendor and its employees, contractors, and agents are not employee(s) of School.
- c. Licenses: Vendor warrants that Vendor is engaged in an independent and bona fide business operation, markets him/her/itself as such, is in possession of a valid business license/insurance when required, and is providing or capable of providing similar services as set forth in **Exhibit A** to others.
- d. No Training or Instruction: Although School may at times provide information concerning its business and students to Vendor, School will not provide any training or instruction to Vendor concerning the manner and means of providing the Services that are subject to this Agreement because Vendor warrants that Vendor is highly skilled in its industry.

SECTION 5. TAXES. Because Vendor is not an employee of School, all compensation called for under this Agreement shall be paid without deductions or withholdings, and will be accompanied by an IRS Form 1099, as applicable, at year end. Vendor is responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments. In addition, Vendor shall fill out and execute a Form W-9. In the event that the Internal Revenue Service or the State of California should determine that Vendor or its employee(s) is/are an employee of School subject to withholding and social security contributions, Vendor acknowledges consistent with this Agreement that all payments due to Vendor under this Agreement are gross payments, and the Vendor is solely responsible for all income taxes, social security payments, or other applicable deductions thereon.

SECTION 6. BENEFITS. Vendor and its employees, contractors, and agents are not entitled to the rights or benefits that may be afforded to School employees including, but not limited to, disability, workers' compensation, unemployment benefits, sick leave, vacation leave, medical insurance and retirement benefits. Vendor is solely responsible for providing at Vendor's own expense, disability, unemployment, workers' compensation and other insurance for Vendor and any of its employees, contractors, and agents. ~~Vendor shall further maintain at its own expense any permits, credentials, certifications and/or licenses necessary to provide the Services and shall provide any training necessary for its employees, contractors, and agents to perform all Services under this Agreement.~~

SECTION 7. MATERIALS. Vendor will furnish at its own expense all materials, equipment and supplies used to provide the Services.

SECTION 8. BACKGROUND CHECK AND SAFETY REQUIREMENTS.

- a. Background Check: Vendor shall ensure its employees, agents, and contractors working directly with School students complete a criminal background check through the Department of Justice ("DOJ") in accordance with Education Code section 45125.1. Vendor certifies to School that no one working on behalf of Vendor (e.g., Vendor employees, agents, or contractors) working with School students have been convicted or have pending charges of a violent or serious felony as defined in Penal Code sections 667.5(c) and 1192.7(c). The cost of the background check is the Vendor's responsibility.
- b. First Aid & CPR Certification: Upon School's request, Vendor shall ensure its employees, agents, or contractors obtain First-Aid and CPR Certification. Vendors shall implement safety policies and procedures related to emergency response and accident reporting reasonable for the Services.
- c. Supervision: Vendor is responsible for supervising and ensuring students have a safe environment from the time they are dropped off to receive Services and until the responsible party picks them up. Students may not be left unattended during Vendor's provision of Services. Students shall not interact in one-on-one settings with Vendor (or its employees) without the School's express written permission. Vendor may not transport students without School's express written permission.
- d. Student Discipline: Vendor acknowledges that School is responsible for managing and overseeing the education program, which incorporates the Vendor's enrichment services. Vendor must immediately notify School when students act inappropriately and may require discipline. School is responsible for issuing discipline to students. ~~If Vendor learns a student may pose a health or safety threat to himself/herself or to other individuals, Vendor must immediately notify the School.~~ If Vendor wishes to remove a participant from their Services, the Vendor shall notify School and the parties will discuss appropriate measures.
- e. Reporting Bullying and Harassment Incidents to School: To the fullest extent allowed by law, Vendor shall immediately notify School if it becomes aware of any incident of bullying, discrimination, harassment, or sexual harassment at Vendor's place of business, during Vendor's provision of Services, or otherwise involving School students, Vendor, or Vendor's employees, contractors, or agents in any way. If Vendor learns a student may pose a health or safety threat to himself/herself or to other individuals, Vendor must immediately notify the School.
- f. Training: Vendor shall ensure its employees, contractors, or agents who interact with School students participate in sexual harassment prevention training before providing Services under this Agreement. Upon School's request, Vendor shall provide proof of compliance with this training requirement

SECTION 9. INDEMNIFICATION AND INSURANCE.

- a. Indemnification: To the maximum extent allowable by law, Vendor will indemnify, defend, and hold harmless School, its officers, directors, employees, agents and volunteers from and against all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, attorneys' fees, and costs that such entities or persons may incur that arise out of or relate to this Agreement or the alleged negligence, recklessness or willful misconduct of Vendor, including of Vendor's officers, directors, employees, subcontractors, agents, representatives, volunteers, successors, assigns or anyone for whom Vendor is legally responsible. Vendor's indemnity, defense and hold harmless obligations shall survive the termination of this Agreement. To the maximum extent allowable by law, Vendor also agrees to hold harmless, indemnify, and defend School from any and all liability, damages, or losses (including reasonable attorneys' fees, costs, penalties, and fines) School suffers as a result of (a) Vendor's failure to meet its obligations under Sections 4-6, or (b) a third party's designation of Vendor or Vendor's employees, agents, or contractors as an employee of School regardless of any actual or alleged negligence by School.
- b. General Liability Insurance Limits: Vendor agrees to maintain general liability insurance coverage, including both bodily injury and property damage, with at least the following coverage limits:
- i. \$1,000,000 per occurrence
 - ii. \$2,000,000 general aggregate
 - iii. \$500,000 personal & advertising injury
- c. Additional Insurance Requirements: Vendor's insurance shall constitute primary coverage for any loss or liability arising from or relating to this Agreement and any insurance held by School shall constitute secondary, excess coverage. School may require additional insurance coverage depending on the Services and shall communicate these insurance requirements to the Vendor in conjunction with the provision of an Enrichment Certificate. Vendor's insurance policies required under this Agreement shall name School as additionally insured.

SECTION 10. CONFIDENTIALITY.

- a. Confidential Information: Vendor acknowledges that during the course of performing Services, Vendor may become privy to confidential, privileged and/or proprietary information important to the School. Vendor further acknowledges its obligations under the Family Educational Rights and Privacy Act ("FERPA") and California Uniform Trade Secrets Act. Vendor shall ensure that all of its employees, agents and contractors agree to the requirements of this section prior to receiving any Confidential Information (defined below). Vendor shall not use or disclose during or after the term of this Agreement, without the prior

written consent of School, any information relating to School's employees, directors, agents, students or families, or any information regarding the affairs or operations of School, including School's confidential/proprietary information and trade secrets ("Confidential Information"). Confidential Information, whether prepared by or for the School, includes, without limitation, all of the following: education records, student rosters, medical records, personnel records, information technology systems, financial and accounting information, business or marketing plans or strategies, methods of doing business, curriculum, lists, email addresses and other information concerning actual and potential students or vendors and/or any other information Vendor reasonably should know is treated as confidential by the School. The only allowed disclosures of Confidential Information are (i) with prior written consent of School; (ii) after the information is generally available to the public other than by reason of a breach by Vendor of this agreement to maintain confidentiality; (iii) after the information has been acquired by Vendor through independent means and without a breach of Vendor's duties to School under this Agreement or otherwise; or (iv) pursuant to the order of a court or other tribunal with jurisdiction if Vendor has given School adequate notice so that School may contest any such process. Personally identifiable student information may only be used as necessary to meet Vendor's obligations under this Agreement.

Vendor shall not use any Confidential Information (e.g., student or parent contact information) to market any products or services to School parents or students without School's express written permission. Vendor must take all necessary and appropriate steps to protect and safeguard all of School's Confidential Information and proprietary information from unauthorized disclosure.

- b. Disclosure of Records: School will provide Vendor with those records requested by Vendor that are reasonably necessary to allow Vendor to perform the Services. Vendor shall use any such records only for the purpose provided and not for the benefit of any other person or entity. Upon termination of this Agreement or School's request, Vendor will immediately surrender to School or destroy all Confidential Information and other materials provided to Vendor by School, including all physical copies, drafts, digital or computer versions.

SECTION 11. ENTIRE AGREEMENT. This Agreement and its incorporated exhibits constitute the entire agreement between the parties with respect to the subject matter contained herein and supersede all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

SECTION 12. DISPUTE RESOLUTION.

- a. Informal Dispute Resolution: If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties shall first meet and confer informally in an attempt to resolve the issue.

- b. Mediation: If reasonable efforts at informal resolution are unsuccessful, the parties shall participate in a mediation with a mutually-agreed upon mediator. Any costs and fees, other than attorneys' fees, associated the mediation shall be shared equally by the parties.
- c. Arbitration: If School has paid more than \$25,000 to Vendor for Services since the start of the previous fiscal year, and efforts to resolve the dispute at mediation are unsuccessful, the parties agree that such dispute will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") at the nearest JAMS location, or other service agreed upon by both parties, and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive and binding upon the parties hereto, and shall be enforceable in any court of competent jurisdiction. The party initiating the arbitration shall advance the arbitrator's initial fee. Otherwise and thereafter, each party shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent either party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

SECTION 13. MODIFYING THE AGREEMENT. No supplement, modification, or amendment of this Agreement shall be binding unless in writing and executed by both parties.

SECTION 14. NO WAIVER. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

SECTION 15. NO ASSIGNMENT. No party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other party. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

SECTION 16. SEVERABILITY. If any provision of this Agreement is invalid or contravenes applicable law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining

provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

SECTION 17. GOVERNING LAW. This Agreement shall be governed by and interpreted under the laws of the State of California.

SECTION 18. AUTHORITY TO CONTRACT. Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement.

SECTION 19. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

(a) When delivered personally to the recipient's address as stated on this Agreement; (b) three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement; (c) via email address as stated on this Agreement.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Vendor:

(Please fill in with your information)

Business: _____

Name: _____

Title: _____

Address: _____

Email: _____

Phone: _____

If to School:

[INSERT CONTACT]

Vendor Administrator

[INSERT ADDRESS]

[INSERT EMAIL ADDRESS]

[INSERT PHONE NUMBER]

SECTION 20. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed or emailed .pdf or other electronic copy of

the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date above.

CABRILLO POINT ACADEMY

VENDOR

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

EXHIBIT A
Detailed List of Vendor Services and Prices

*Anything not listed will not be approved

Services Offered:

Grade Level and Price:

\$ _____ **Per** _____

TK - K	
Grade 1-5	
Grade 6-8	
Grade 9-12	

\$ _____ **Per** _____

TK - K	
Grade 1-5	
Grade 6-8	
Grade 9-12	

\$ _____ **Per** _____

TK - K	
Grade 1-5	
Grade 6-8	
Grade 9-12	

Cancellation & Refund Policy

Services that are not rendered are subject to a full refund. Refunds must be credited back to the school.

Name of Owner/Director: _____

Signature: _____ **Date:** _____