



CABRILLO POINT ACADEMY

13915 Danielson St., #200, Poway, California 92064

Phone (619) 782-6464 Fax (619) 363-7061

Regularly Scheduled Board Meeting

June 30, 2023 – 10:00 am

**Cabrillo Point Academy
1300 Quail Street #100
Newport Beach, CA 92660**

Through Teleconference

Joel Garcia 17451 Bastanchury Road, Suite 203 Yorba Linda, CA 92886	Daniel Rooney 100 West Broadway, Suite 360 Long Beach, CA 90802
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AGENDA

1. Call to Order
2. Approval of the Agenda
3. Public Hearing for the Local Control Accountability Plan (LCAP)
4. Public Comments
5. Presentation of the 2023-2024 Local Indicators
6. Discussion and Potential Action on the 2023-2024 Local Control Accountability Plan (LCAP)
7. Discussion and Potential Action on the Resolution for the 2023-2024 Education Protection Account (EPA) Spending Plan
8. Discussion and Potential Action on the 2023-2024 Education Protection Account (EPA) Spending Plan
9. Discussion and Potential Action on the 2023-2024 Budget
10. Discussion and Potential Action on the May Financials with May Check Register
11. Discussion and Potential Action on the 2023-2024 Shared Staff Memorandum of Understanding (MOU)
12. Discussion and Potential Action on the Resolution for Reimbursement for Costs Relating to Transportation to Grad Nite
13. Executive Director's Report

14. Discussion and Potential Action on the 2023-2024 Board Calendar

15. Consent Agenda

The following items are considered by the Executive Director to be of a routine nature.

The last item in this section is a single vote to approve them en masse with one motion. Any recommendation may be removed at the request of any Board Member and placed on the regular agenda.

- a. Regular Board Meeting Minutes from May 19, 2023
- b. Special Board Meeting Minutes from June 26, 2023
- c. 2023-2024 Parent Student Handbook
- d. 2023-2024 Employee Handbook
- e. Educational Records Policy
- f. Educational Materials and Restitution Policy
- g. 2023-2024 Compensation Policy
- h. Non-Compliance and Withdrawal Policy and Procedures
- i. Invoices over \$100,000

16. Closed Session: Employee Performance Evaluation: Executive Director § 54956.9

17. Discussion and Potential Action on the Executive Director Contract, Salary, and Fringe Benefits

18. Future Agenda Items

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. Please fill out a public comment card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. 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 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 (619) 782-6464 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)).

Local Control Accountability Plan (LCAP): What and Why

Local Control Funding Formula (LCFF) Priorities

1	Basic Services/Conditions for Learning
2	Implementation of State Academic Standards
3	Parent Involvement and Family Engagement
4	Student Achievement
5	Student Engagement
6	School Climate
7	Access to a Broad Course of Study
8	Outcomes to a Broad Course of Study

5 LOCAL PERFORMANCE INDICATORS

Basic Services/Conditions
 Implementing State Academic Standards
 Parent/Guardian/Family Engagement
 School Climate Survey
 Access to a Broad Course of Study

6 STATE PERFORMANCE INDICATORS

Academic Performance (3-8)
 Chronic Absenteeism (K-8)
 Graduation Rate
 College/Career Readiness
 Suspension Rate
 English Learner Progress

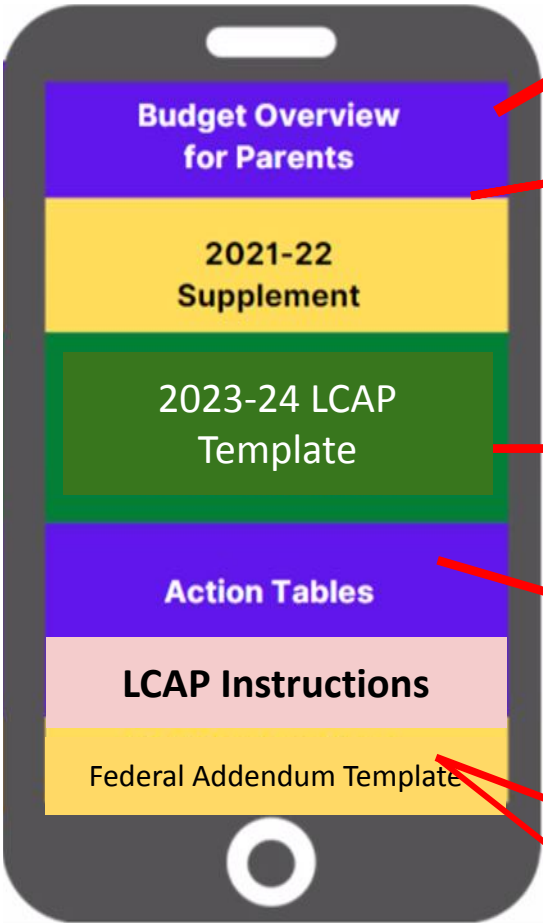


Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

Local Control Accountability Plan (LCAP)

- Not a formal budget
- Three-year plan that:
 - Addresses Dashboard performance
 - Describes how we will meet the LFCC priorities; and
 - Demonstrates how we will financially address state priority groups (English Learners, Low SES, and foster)

Overview of LCAP 2023-24



Projected General Fund Revenue for the 2023-24 School Year		Amount
Total LCFF funds	\$	\$49,793,145 49,751,739
LCFF supplemental & concentration grants	\$	3,194,089
All other state funds	\$	5,261,774
All local funds	\$	-
All federal funds	\$	3,540,349
Total Projected Revenue		\$ 58,553,862

General Funds increased by \$41,406 since May presentation.

Pages 1-3

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

- Pages 4-9
- January 27, 2022

Local Control and Accountability Plan Pages 10-45

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Point Academy	Jenna Lorge, Executive Director	jennifer.lorge@cabrillopontacademy.org (619)749-1974

2023-24 Total Planned Expenditures Table Pages 44-48

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 26,126,565	\$ -	\$ -	\$ 664,951	31,194,453	\$ 25,948,014	\$ 5,246,439

Instructions

Pages 49-71

- [Plan Summary](#)
- [Engaging Educational Partners](#)
- [Goals and Actions](#)
- [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

Pages 72-94

LCAP Goals: 2021-2024

LCAP Goal 1: Optimize Conditions for Learning (Pages 17-22)

LCAP Goal 2: College and Career Readiness (Pages 23-30)

LCAP Goal 3: Access/Success in Broad Course of Study (Pages 29-37)

Local Indicators Progress Report

Priority	Local Indicators	LCAP Goal	Few Data Points	Scores
1	Basic Services and Conditions (Teachers, Instructional Materials, Facilities)	1	<ul style="list-style-type: none"> 100% of teachers are fully credentialed & appropriately assigned. 100% of students have access to appropriate instructional material. No student facilities 	MET
2	Implementation of State Academic Standards	2, 3	<ul style="list-style-type: none"> 100% of State Academic Standards have been implemented. 	MET
3	Parent and Family Engagement	1	<ul style="list-style-type: none"> 75% of families indicate staff keep them well-informed of academic progress. 68% of strongly agree that the learning environment is inviting. 	MET
6	School Climate	1	<ul style="list-style-type: none"> 58% of students feel high levels of connectedness with the school. 	MET
7	Access to a Broad Course of Study	3	<ul style="list-style-type: none"> 100% of students who met with a counselor or coordinator at least once per year. Monitoring exit survey for students with exceptional learning needs 	MET

Mandated Minimum Percentage (MPP) (Page 38)

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023 LCAP Year

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$3,194,089	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.42%	0%	\$0	6.42%

AKA Unduplicated Priority Groups: 35% (page 38)

Required Minimum Proportionality (MPP) (page 38)

- 1.4- Technology (Schoolwide)
- 1.5- Engagement Surveys (Schoolwide)
- 2.1- CTE Pathways Action (Schoolwide)
- 2.2- AP Courses (Schoolwide)
- 2.3- A-G Readiness (Schoolwide)
- 2.4- College Credit Courses (Schoolwide)
- 3.3- English Language Learner Support (Targeted)
- 3.7- Special Program Lead Position (Targeted)

Schoolwide: Actions Contributing to MPP (pages 38 - 43)

Targeted: Actions Contributing to MPP (pages 42 - 43)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Point Academy

CDS Code: 37 68049 0132506

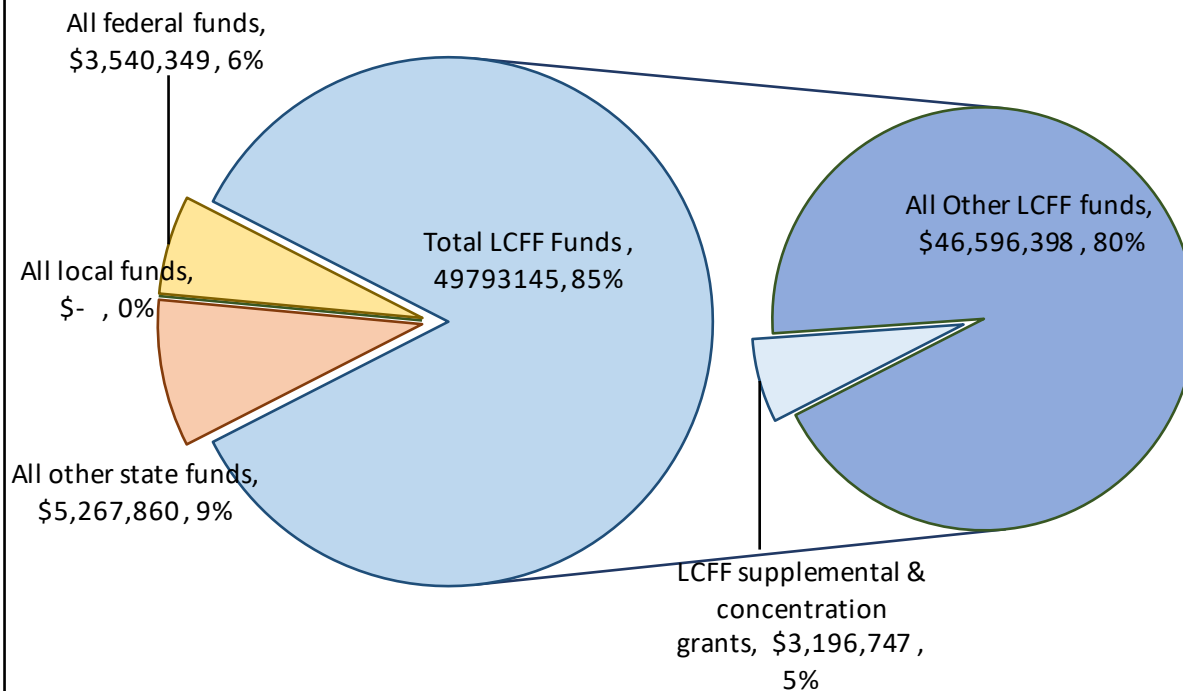
School Year: 2023-24

LEA contact information: Jenna Lorge / jennifer.lorge@cabrillopontacademy.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

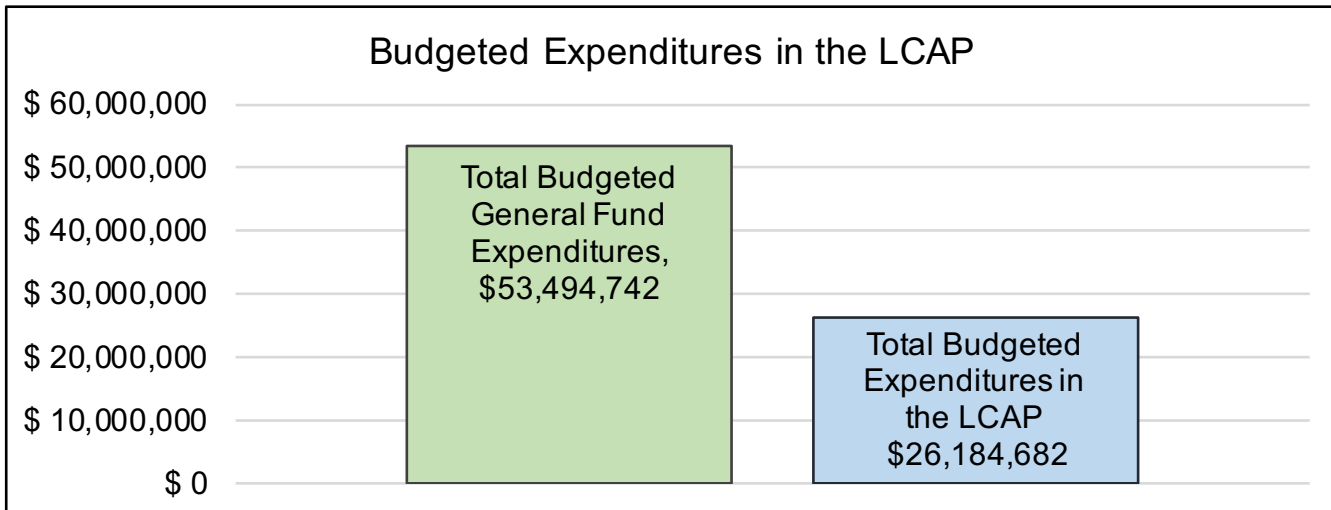


This chart shows the total general purpose revenue Cabrillo Point Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Point Academy is \$58,601,354.00, of which \$49,793,145.00 is Local Control Funding Formula (LCFF), \$5,267,860.00 is other state funds, \$0.00 is local funds, and \$3,540,349.00 is federal funds. Of the \$49,793,145.00 in LCFF Funds, \$3,196,747.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school district must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Cabrillo Point Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cabrillo Point Academy plans to spend \$53,494,742.00 for the 2023-24 school year. Of that amount, \$26,184,682.00 is tied to actions/services in the LCAP and \$27,310,060.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Non-certificated staffing and related benefits, special education services and instructional services, professional services, rent and facility costs, and other general operational costs.

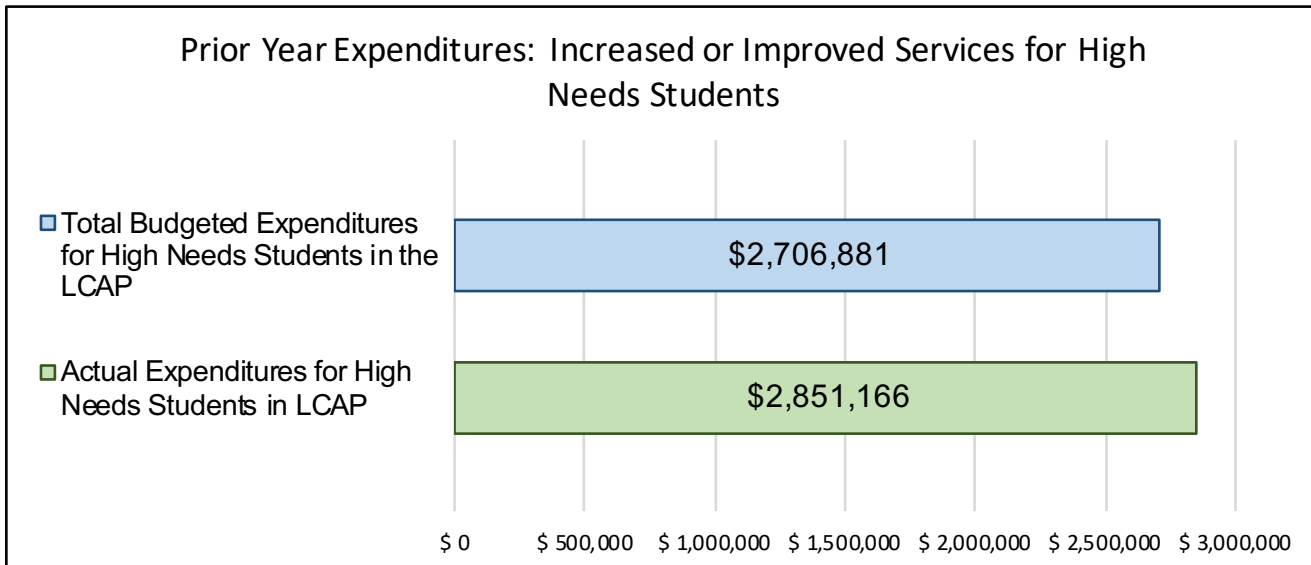
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Cabrillo Point Academy is projecting it will receive \$3,196,747.00 based on the enrollment of foster youth, English learner, and low-income students. Cabrillo Point Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cabrillo Point Academy plans to spend \$2,706,881.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Cabrillo Point Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cabrillo Point Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Cabrillo Point Academy's LCAP budgeted \$2,706,881.00 for planned actions to increase or improve services for high needs students. Cabrillo Point Academy actually spent \$2,851,166.00 for actions to increase or improve services for high needs students in 2022-23.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Point Academy	Jenna Lorge, Senior Director	jennifer.lorge@cabrillopontacademy.org (619)749-1974

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

After the Cabrillo Point Academy board approved our 2020-21 Local Control and Accountability Plan (LCAP) in June of 2021, we received funds through the California Budget Act of 2021. Cabrillo Point Academy has proactively facilitated opportunities for parents, students, staff, and members of the public to provide feedback/input/suggestions related to these funds as follows:

- Elementary and Secondary School Emergency Relief (ESSER) III funds: Before presenting our ESSER III Expenditure Plan to our board during a public meeting in October 2021, we proactively sought feedback from parents, students, staff, and members of the public regarding the optimal use of funds.
- Educator Effectiveness Grant: Before presenting our Educator Effectiveness Grant Expenditure Plan to our board in December of 2021, we held a public hearing. We proactively sought feedback from parents, students, staff, and members of the public before the public hearing regarding the optimal use of funds.
- American Rescue Plan- Homeless Children and Youth Act Grant (ARP-HCY II): Before presenting our ARP-HCY II Grant to our board in December of 2021, we proactively sought feedback from pertinent staff members, students, families, and community partners regarding the optimal use of funds.

We are currently developing our 2021-22 LCAP, including reviewing performance data with families and staff to identify specific needs. We intend our LCAP to reflect and support our comprehensive strategic planning to address needs identified through a comprehensive review of student performance data and feedback from educational partners. However, feedback received from our education partners throughout the LCAP development process demonstrates that they want an LCAP that is practical, not lengthy, and complex. We are concerned that including one-time COVID stimulus funds in our LCAP will further complicate it, ultimately

undermining its purpose. Thus, we are uncertain at this point whether we will include additional funds (provided through the California Budget Act of 2021) in our 2021-22 LCAP. Regardless, we will continue to engage educational partners in the expenditure of available funding to maximize the improvement of outcomes for students.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

This prompt does not apply to Cabrillo Point Academy because we are not eligible for LCFF Concentration funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

We received one-time federal funds after the Cabrillo Point Academy board approved our 2020-21 Local Control and Accountability Plan (LCAP) in June 2021. Cabrillo Point Academy has proactively facilitated opportunities for parents, students, staff, and members of the public to provide feedback/input/suggestions related to these one-time federal funds (that are intended to support the recovery from COVID-19) as follows:

-Elementary and Secondary School Emergency Relief (ESSER) III funds: Before presenting our ESSER III Expenditure Plan to our board during a public meeting in October 2021, we proactively sought feedback from parents, students, staff, and members of the public regarding the optimal use of funds.

-American Rescue Plan- Homeless Children and Youth Act Grant (ARP-HCY II): Before presenting our ARP-HCY II Grant to our board in December of 2021, we proactively sought feedback from pertinent staff members, students, families, and community partners regarding the optimal use of funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our ESSER III Expenditure Plan addresses the academic, social, emotional, and mental health needs related to the COVID-19 pandemic, including maintaining safe in-person learning facilities. The Cabrillo Point Academy (CPA) board approved our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan in October 2021. Thus far, we have expended \$30,353 in ESSER III funds for online academic support in English Language Arts, Mathematics, and science.

LEAs that receive ESSER III funds must also create and submit a Safe Return to In-Person Instruction and Continuity of Services Plan (Safe Return Plan). Our Safe Return Plan reflects our effort to maintain the health and safety of students and staff and ensure continuity of services. We are primarily a non-classroom-based school but do interact with families in person as needed, such as in our lending library. On such occasions, we observe all appropriate COVID procedures and protocols.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Our three overarching 2020-21 LCAP Goals are:

1. Optimize Conditions for Learning
2. Facilitate College and Career Readiness; and
3. Facilitate Access/Success in a Broad Course of Study

The three Goals reflect needs identified through a comprehensive review of student performance data and feedback from educational partners. Further, the Actions outlined in our LCAP reflect our comprehensive strategic planning to meet each Goal. Accordingly, we make a concerted effort to support our LCAP Goals with funds received after its approval (June 2021). For example: (not an exhaustive list)

- The pandemic has increased the amount, and quality of social-emotional support students need to focus on their education and succeed academically. Our ESSER III Expenditure Plan includes allotments for trauma-informed practices based on the Collaborative for Academic, Social, and Emotional Learning or CASEL Framework. Trauma-informed practices increase support for meeting our LCAP Goal 1 (Optimize Conditions for Learning) and Goal 3 (Facilitate Access/Success in a Broad Course of Study).
- The pandemic has disrupted students' educational process, resulting in a significant stagnation of expected growth in learning, commonly referred to as learning loss. In particular, English Learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of the pandemic exacerbating previous achievement gaps. Our ESSER III Expenditure Plan includes allotments for summer schools and other academic support, including virtual academies. Using ESSER III funds to mitigate learning loss related to the pandemic supports all three of our LCAP Goals.

We also use funds received during the 2021-22 school year to support applicable plans, including The Safe Return to In-Person Instruction and Continuity of Services Plan and ESSER III Expenditure Plan. For example, our ESSER III Expenditure Plan includes allotments for COVID testing and personal protective equipment (PPE).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Point Academy	Jenna Lorge, Executive Director	jennifer.lorge@cabrillopontacademy.org (619)749-1974

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Located in San Diego, Cabrillo Point Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. Of our approximately 4,283 students, 34% are eligible for free/reduced lunch, 2% are English Learners, and less than 1% live in foster care. Our unduplicated priority group percentage is 35%. About 9% of our students have exceptional learning needs. Further, 54% of our students are White, 28% are Hispanic or Latino, 8% are Two or More Races, 6% are Asian, 1% are Filipino, and 1% are Black or African-American.

As a non-classroom-based independent study charter school, we pride ourselves on offering our students flexible, personalized learning experiences. Our platform has facilitated minimal interruption to our educational program during the recent COVID-related restrictions. We assign each family an appropriately credentialed home school teacher (HST). HSTs collaborate with families to create an individual education plan that best suits student learning needs and interests, including online and in-person courses. HSTs also facilitate, guide, and monitor educational and emotional support as needed, similar to what a case manager teacher does within an exceptional needs education environment. HSTs analyze academic progress with students and families during regularly scheduled meetings and schedule additional support as needed. The role of our HSTs is essential. Research demonstrates that establishing a meaningful relationship with at least one staff member fosters a sense of belonging among students that helps them overcome various risk factors in their lives, including exposure to trauma, poverty, or foster care and those learning English.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Our Local Control and Accountability Plan (LCAP) reflects our strategic planning to address our student needs over three years, from the 2021-22 school year through the 2023-24 school year. A review of our LCAP metrics indicate:

- 2022 schoolwide high school graduation rate increased to 92% which is slightly higher than the statewide average of 87%. The graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 90%, Hispanic students 90%, White students 95% and Students with Disabilities 79% (Dashboard).
- 2022 Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and Mathematics will be considered the baseline for the California School Dashboard. The student participation rate on the CAASPP assessments increased to 95%. The percentage of students who Met or Exceeded the Standard for ELA was 52%, higher than the state rate of 47%. The schoolwide percentage of students who Met or Exceed the Standard for Mathematics was 39%, slightly higher than the statewide average of 33%.
- 2022 English Learner (ELL) Progress on the Dashboard indicated 49% of our ELLs were making progress towards English Language proficiency.
- 2022 California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science is 36%, higher than the state rate of 29%.
- 2022 The state did not report results for the College and Career Indicator on the 2021-22 Dashboard.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A substantive review of our student performance metrics indicates an achievement gap among demographic groups. Most notably in our data, socioeconomic disadvantaged students, Homeless youth, students with disabilities, African American, Hispanic, and English learners continue to struggle across multiple metrics as compared to all students in math and English language arts proficiency.

Below is a summary:

2022 SBAC ELA

All Students (grades 3-8 & 11): **52%** of All Students Meet or Exceeded Standard

English Learners: **14%**

RFEP: **61%**

Student with Disabilities: **28%**

Socioeconomic Disadvantaged: **43%**

African American: **58%**

White: **52%**

Two or more races: **55%**

Hispanic: **44%**

Filipino: **68%**

Asian: **74%**

2022 SBAC Math

All Students (grades 3-8 & 11): **39%** of All Students Meet or Exceeded Standard

English Learners **8%**

Reclassified Fluent English Proficient (RFEP): **34%**

Student with Disabilities **19%**

Socioeconomic Disadvantaged **27%**

African American **31%**

White: **41%**

Two or more races: **41%**

Hispanic **26%**

Filipino: **42%**

Asian: **67%**

2022 California Science Test (CAST)

All students (Grades 5, 8 & 10-12): **36%**

English Learners: **0%**

Reclassified Fluent English Proficient (RFEP): **30%**

Students with Disabilities: **15%**

Socioeconomic Disadvantage: **25%**

Hispanic/Latino: **26%**

African American: **13%**

Asian: **66%**

Filipino: **50%**

Two or more races: **43%**

White: **38%**

2022 Graduation Data (Dashboard)

All students: **92%**

Hispanic/Latino: **90%**

African American: **100%**

White: **95%**

Two or more races: **79%**

Students with Disabilities: **79%**

Socioeconomic Disadvantaged: **90%**

Homeless Youth: **92%**

2022 Chronic Absenteeism Rate (Dashboard):

Schoolwide: **0.9%**

English Learners **2%**

Students with Disabilities **1.3%**

Homeless: **1.9%**

Socioeconomically Disadvantaged: **1.7%**

African American or Black **1.6%**

American Indian or Alaska Native: **9.1%**

Asian: **0.8%**

Hispanic/Latino: **1.8%**

White: less than **0.5%**

Two or more races: **0.3%**

To address these continuing needs, the school will continue to utilize professional development opportunities (Goal 1.6) for teachers to ensure all students have access to high quality instruction. We will maintain a data-based culture with actionable commitments and continue a focus on becoming a model professional learning community (Goal 1.6) school. In all grades, the school is expanding social emotional support (Goal 3.2) and programs to help students and families meet basic needs so they can access curriculum. Our administrative team will continue to provide Targeted Instructional Feedback to all teachers, with a focus on the essential lesson components to support teachers in further developing their instruction and engagement strategies to improve student growth outcomes. The elementary and middle school will continue to utilize our intervention programs (Goal 3.10), along with remediation, review and enrichment sessions to provide targeted academic support to our students, at all academic levels, to further develop and enhance their academic foundation. The high school will continue to implement remediation strategies to address gaps in learning. The high school has reduced the student to counselor ratio to provide one-on-one student support. Staff will continue to provide assistance to both new students and families and students who are struggling with daily engagement, low attendance, or low progress by providing student and parent coaching, training, and consistent attendance outreach. The School Support Leads provides targeted support to ensure the engagement of underrepresented families, and foster youth and provides bilingual engagement support for families.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Local Control and Accountability Plan (LCAP) reflects the strategic planning to address student needs over three years, from the 2021-22 school year through the 2023-24 school year. Below are a few highlights with feedback from our educational partners. The focus of the three

goals has not changed. The only additional metric added was to track the number of students who graduate earning California Golden Seal Merit Award (Goal 2).

Goal 1: Optimize Conditions for Learning: Goal 1 focuses on ensuring student engagement by optimizing conditions for learning and addresses LCFF priorities 1, 5, and 6.

Goal 2: Improve College and Career Readiness: Goal 2 is a Focused Goal specifically addressing LCFF priority four (4) and is intended to increase/improve college and career readiness.

Goal 3: Improve Access and Success in a Broad Course of Study: Goal 3 is a Broad Goal and focuses on providing each student with the support they need to attain the expected learning outcomes for each class, particularly those required (per state or district policy). Each student has different needs related to learning, including academic specific needs and social-emotional needs. The Goal addresses LCFF priorities 2, 3, 4, 7, and 8.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A - The school isn't identified for Comprehensive Support and Improvement (CSI)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the LCAP development process, the school receives input on a variety of programs and services provided to students. This process consists of two objectives: 1) Inform educational partners of progress towards meeting the LCAP goals and, 2) Determine changes or additions needed to meet current goals. The process provides a broad group of educational partners an opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback. Feedback was gathered using the following strategies: surveys, committees, parent coffee chats, meetings, focus groups, and student and teacher surveys. While the school considers all feedback in relation to school goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources.

The school engaged Educational Partners during the 2022-23 school year as follows: Below, Educational Partners refers to parents, staff, students, administrators, and other school personnel. Educational partner meeting to discuss the LCAP data (September 2022) and a survey was also sent to educational partners (February 2023). Educational partner meeting to share progress towards meeting the LCAP goals, review and update the Federal Addendum, (November 2022). EL parent meeting to discuss EL program and gather feedback from parents (January 2023, February 2023, March 2023, and April 2023)). A Spanish translator was present. Title I parent meeting to discuss Title program and gather feedback from parents (February 2023). Educational partner meeting to discuss Dashboard results, the Annual Update to the 2021 LCAP, needs assessment for 2022 LCAP, review and update the Parent & Family Engagement Policy (October 2022, January 2023, March 2023, and April 2023). Educational partner meeting to review and discuss the draft 2022 LCAP (May 2023). Multilingual Learner Advisory Committee (MLAC) meeting to discuss LCAP goals and actions Climate survey sent to 5, 7, 9, and 11 grade students during second semester to determine student perceptions of school safety and connectedness in a virtual school setting. The LCAP Survey was sent to educational partners in February 2023. Monthly Coffee Chats for parents (offered in English and Spanish) to provide opportunities for formal and informal input. Monthly HST-Family meetings to strengthen student support by increasing partnership between home and school.

The leadership team, including administrators, principals, and teacher leaders participate in a root cause analysis to identify potential causes to current outcomes at the end of each quarter. Focus groups were held by Regional Coordinators to collect feedback and identify areas of need. Professional development coordinator collaborated to share instructional practices and increase academic outcomes for our students. Accountability meetings were held monthly to identify barriers and ensure schoolwide goals (proficiency, chronic absenteeism, and graduation rates) are met. PLC structure, including meetings, ensure staff is engaged in professional dialogue around achievement and support. Schoolwide messaging platform (Text, email), digital parent-student handbook, social media, and the school website ensure families understand their rights, have opportunities to build relationships, and are encouraged to advocate for students. Parent Connections, including parent training, park days, meet and greets, and orientations to provide opportunities for formal and informal feedback. Weekly community newsletter highlights events and activities sent to staff and families.

A summary of the feedback provided by specific educational partners.

Based on the review of student performance data, our families, students, and staff expressed a desire to continue with the three overarching LCAP Goals:

- Optimize Conditions for Learning
- Facilitate College and Career Readiness; and
- Facilitate Access/Success in a Broad Course of Study

When we developed our (LCAP) before the 2021-22 school year, we ensured families, students, and staff understood we were developing a three-year plan that could be adjusted each year based on student performance data or other concerns. We anticipate it will take three-year to accomplish our LCAP goals. Most of the same themes that emerged from input this year continue to serve as foci for our LCAP.

Below is a summary:

Staff (teachers/classified/administrators)

Staff has expressed a desire to continue improving/increasing opportunities for English Learners and tutoring to all students below grade level in ELA and/or math, while ensuring high school students are college and career ready and professional development in the following areas:

- training and support for topics related to community college concurrent enrollment, CTE opportunities, job shadowing and internship opportunities to support the diverse range of high school students.
- sample conversations or talking points about curriculum recommendations, testing that they can use with students and their families, interpreting test results, and using results to drive instruction.
- training on the Schoology platform, Online Subscription Package (OSP) programs, and best practices for using the program as an HST.
- training on available assessments to monitor student progress toward IEP goals, the grade-level retention process, SST meetings, and achievement checks throughout the school year.

Students

- Students indicate they enjoy increased opportunities to participate in educational field trips, like the variety of curriculum to support individual learners and want to continue to have these options.

Families (including our English Language and LCAP Advisory Committees)

- Families continued to express the benefits of learning more about the various educational opportunities available to their child including, tutoring and college and career readiness before their pre-teens start high school and increasing the number of CTE pathways, social emotional support for students, a-g and the importance of participating in the state assessments.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Collaboration with our families, students, and staff informed the development and refinement of our three-year Local Control and Accountability Plan (LCAP) in the following manner:

Educational partners continue to stress the importance of keeping the LCAP short in length and depth. Consequently, we continue to shorten the length, reword the explanation section of each Goal, and shorten the length of the descriptions.

Additionally, below is a summary of how the themes described in the previous section influenced the development of our LCAP:

Students- Similar to last year, students expressed a strong interest in opportunities to gain career-related experiences and readiness. As a result, we plan to continue Action 2.1, focusing on increasing the number of Career Technical Education (CTE) courses and Pathways available to students and Naviance software for college preparation. We also want to create related internships, helping our students gain hands-on experiences in a career of their choice.

- **Families (including our English Language and LCAP Advisory Committees)-** Like last year, families want to learn more about preparing their children/teens for college and career readiness. As a result, we will continue to reduce the student caseload of our counselors, facilitating quality support, including meeting with each student in grade eight (and their families) to develop an A-G completion plan (Action 2.3). Families also wanted additional bilingual staff to support students and families (LCAP Goal 3).

- **Staff (teachers/classified/administrators)-** Based on a substantive review of college and career readiness metrics, our staff wants to continue making efforts to ensure our students have opportunities to complete CTE Pathways, AP examinations, A-G courses, and college credit courses. This feedback informed the creation of each of our Goal 2 actions in 2020-21 and continuing with them in 2023-24: Action 2.1 focuses on increasing the number of students who complete a CTE Pathway; Action 2.2 focuses on increasing the number of students who pass an Advanced Placement (AP) examination; Action 2.3 focuses on increasing the number of students who complete the A-G requirements; and Action 2.4 focuses on increasing the number of high school students who complete a college-level course. In addition, our staff requested additional professional development which will continue to be our focus in Goal 3. Goal 3 in the LCAP reflects additional bilingual staff to support students and families. The School Support Leads will continue to monitor and support students in our priority group.

Goals and Actions

Goal

Goal #	Description
1	Optimize Conditions for Learning: This Goal focuses on ensuring student engagement by optimizing conditions for learning and addresses LCFF priorities 1, 5, and 6.

An explanation of why the LEA has developed this goal.

The Local Control and Accountability Plan (LCAP) is a three-year plan (2021-22 through 2023-24) initially informed by performance data in the 2019-20 school year. This Goal is considered a Maintenance Goal, and relevant data suggests corresponding actions are effectively helping to meet this Goal.

2019-20: All of our teachers are fully credentialed, and one is misassigned. All students have access to instructional material aligned with state academic standards. Despite the impact of the COVID19, our 2019-20 student attendance rate is 100%, and none of our students were suspended or expelled. Further, the graduation rates for our numerically significant subgroups are as follows: Students with a low-socio-economic status 92%, students with exceptional needs 93%, Hispanic students 92%, White students 93%, and two or more races 91.7%. The high school dropout rate was five percent (9/170), and the 2019-20 high school graduation rate was 93%.

2020-21: Our 2021 schoolwide high school graduation of 93% is higher than the statewide average of 87%. Further, the graduation rates for our numerically significant subgroups do not demonstrate a significant gap when compared to the schoolwide rate: English Language Learners 86%, students identified as low-socioeconomic 92%, students with exceptional needs 89%, Hispanic students 89%, White students 93%, two or more races 100%, and Asian students 100%. Additionally (for 2021), the suspension and expulsion rates were zero percent. The 2021 chronic absenteeism rate is less than one percent, and the percentage of students classified as dropouts was less than six percent (of note, we do not yet know the impact of the COVID 19 pandemic).

2021-22: The cohort high school graduation rate was 92%, which is higher than the state rate of 87% but a decrease of one percent from last year. The dropout rate decreased from six percent to five percent. The graduation rates for the numerically significant subgroups are as follows: Students identified as low-socioeconomic 90%, Hispanic students 90%, and White students 95%. The graduation rate of students with identified disabilities is 79%, which is higher than the state rate but continues to be a focus for the school. One-hundred percent (100%) of the teachers were fully credentialed and appropriately assigned. All students had access to instructional material aligned to state academic standards. The impact of the COVID 19 pandemic manifested itself with chronic absenteeism was approximately 0.9 percent.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed & appropriately assigned	99%	99%	100%	N/A	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who have access to the standards-aligned instruction materials resources	100%	100%	100%	N/A	100%
% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey))	100%	100%	100%	N/A	100%
Attendance Rate	100%	100%	99%	N/A	100%
Chronic Absenteeism Rate	0%	0.6%	0.9%	N/A	0%
# of students in middle school who dropout	0	0	0	N/A	0
% of students in high school who dropout	5%	6%	5%	N/A	0%
High School Graduation Rate	93%	93%	92%	N/A	90%
Student Suspension Rate	0%	0%	0%	N/A	0%
Student Expulsion Rate	0%	0%	0%	N/A	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who feel high levels of connectedness to their school	NA	72%	58%	N/A	90%
% of parents who strongly agree/agree our learning environment is inviting	NA	74%	68%	N/A	98%
% of staff who strongly agree/agree our school offers a safe place for students	NA	63%	N/A - This question was not on the survey in 2023 but will be added for 2024.	N/A	98%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully credentialed & appropriately assigned teachers	Coordinate resources to ensure all teachers are fully credentialed and appropriately provide instruction in subject areas they are authorized to teach per their state credentials.	LCFF \$22,932,918 1000 Salaries/3000 Benefits	N
2	Access to the standards-aligned instruction materials	This action ensures all students have access to appropriate instructional materials, particularly those living in poverty or foster care and those learning English.	LCFF \$4,402,937 4000 Instructional Materials	N

Action #	Title	Description	Total Funds	Contributing
3	Maintain all facilities in "Good Repair"	Although we are a non-classroom-based school, we monitor the condition of facilities we use for administrative tasks, including administering state assessments or intensive support	\$ 0.00	N
4	Technology	To ensure all students have access to appropriate technology (improving the likelihood they will succeed academically), we will purchase servers for our school, laptops for students, modems and routers, and cybersecurity software.	LCFF \$138,842 1000 Salaries/3000 Benefits \$375,000 3220 Non Capitalized Equipment Total: \$513,842	Y
5	Monitor student engagement	To improve and increase our ability to identify reasons students disengage from school, we will administer substantive student engagement surveys: California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey.	LCFF \$500 5000 Purchase Services	Y
6	Systems of professional growth and improvement	To improve our professional growth and improvement systems for teachers and administrators, we will provide professional learning opportunities for staff to refine the curriculum by grade and subject.	Title II: \$75,000 1000 Salaries/3000 Benefits \$32,000 5000 Purchase Services Total: \$107,000	N

Goal Analysis 2022 LCAP Year

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 is a maintenance goal, and we were able to implement all corresponding Actions. The high school dropout rate decreased by 1% but the high school cohort graduation rate also decreased by 1%. The chronic absentee rate increased by 1%, which is the result of the pandemic related to our Homeless Youth.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimation of actual expenditures: Is spending consistent with the budgeted expenditures and planned % of improved services?

Action 1.4 - We spent approximately \$2,000 more on the purchase of technology due to increased prices.

Action 1.5 - We did not have any expenses related to the engagement survey because it was created with current staff.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1 is a maintenance goal, and relevant data suggests our corresponding actions are helping us meet it. Our 2022-23 schoolwide high school graduation of 92% is higher than the statewide average of 87%. The graduation rate of students with identified disabilities is 79%, which is higher than the state rate but continues to be a focus for the school. One-hundred percent (100%) of the teachers were fully credentialed and appropriately assigned. All students had access to instructional material aligned to state academic standards. The 2022-23 suspension rate and expulsion rate were 0%. Additionally, our 2022-23 chronic absenteeism rate was 0.9%, and the percentage of students classified as dropouts is less than 5% (of note, we do not yet know the impact of the COVID 19 pandemic). Last school year represents the first time we administered substantive engagement surveys such as the California Healthy Kids Survey (Action 1.5). We expected a more significant percentage of students and families to complete the surveys. We will continue to encourage students and families to complete the surveys to provide us with more information related to student engagement. Due to the low participation rate and educational partner feedback, in 2022-23, we used an internal engagement survey. The participation rate was still low and the feedback from Educational Partners, the survey was too long and needs to be shorter in length. In 2023-24, we plan to shorten the survey which should lead to greater participation by Educational Partners.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our Educational Partners have continued to express difficulty in accessing our LCAP due to its length and depth. Consequently, we continue to decrease educational jargon as much as possible.

Our educational partners did not want to use the California Healthy Survey (low participation rate and expressed concern with some questions), so we are using the inhouse survey which has not increased participation of educational partners. In 2020-21, there was a significant drop in the percentage of students who participated in the engagement survey. Students and parents expressed concern regarding some questions being asked on the "California Healthy Survey". In 2021-22, the school used a new survey but the lack of student participation in the engagement survey continued. For example, in 2022, 35% of parents/guardians and only 15% of the students completed the parent I engagement survey, a rate much lower than anticipated especially since the survey changed from California Healthy Survey to a local climate survey. In 2023, based on the feedback from educational partners, the survey is too long and needs to be shortened to increase participation.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
2	<p>Improve College and Career Readiness:</p> <p>Goal 2 is a Focused Goal intended to increase/improve college and career readiness. This goal's success will be measurable (see metrics below) by the end of the 2023-24 school year. Research indicates that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. This Goal is essential to offering high school students a quality opportunity to prepare for and demonstrate college and career readiness, particularly those living in poverty or foster care and those learning English. This Goal addresses LCFF priorities 4 and 7.</p>

An explanation of why the LEA has developed this goal.

This Focused Goal and corresponding Actions were developed in collaboration with our educational partners based on related student performance data and interests. Students indicated they enjoy increased opportunities to participate in career-related programs and want to continue taking an increased number and variety of apprenticeships. Families have clearly expressed their desire to ensure that their children/teens are ready for their choice of college or a career immediately following high school. During meetings, we have shared research indicating that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. Additionally, staff (teachers/classified/administrators) reviewed our related performance data (see below) and have suggested the four specific Actions we have adopted to meet this Goal. The Actions were intentionally aligned to the state's metrics to assess college and career readiness. Further, this goal's success will be measurable by the end of the 2023-24 school year using the metrics selected. The staff has made a huge effort to increase student participation in statewide testing which increased from 85% to 95%.

2022: The state did not publish the results of the College Career Indicator (CCRI) in 2022, but a review of related metrics demonstrates a need to improve the number of students who complete the A-G requirements, the number who pass Advanced Placement (AP) examinations, and those who complete CTE pathways. In 2022, approximately 21% of the students completed A-G requirements which did increase from 9% in 2021. In 2022, 0.3% of students completed at least one CTE pathway and one percent of the students scored 3 or higher on at least two AP exams.

The following examples indicate that the Actions in Goal 2 are beginning to improve college and career readiness among students. In 2022, 26% of the students completed one semester of a college course (or two quarters, or two trimesters). Additionally, 22% of students completed two semesters of college-level courses (or three quarters, or three trimesters).

2022: The percentage of students who Met or Exceeded the Standard for ELA is 52%, slightly higher than the state rate of 47%. The schoolwide percentage of students who Met or Exceeded the Standard for mathematics is 39%, higher than the state rate of 33%. Please note the state has decided to make the 2022 CAASPP rates as the baseline post COVID pandemic. The participation rates increased for both ELA and math assessments

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring at 3 or higher on an AP examination	2%	2%	1%	N/A	5%
% of high school graduation cohort students who meet A-G requirements	33%	12%	21%	N/A	50%
% of students scoring at Conditionally Ready or Prepared on ELA Early Assessment Program (EAP)	69%	68%	63%	N/A	85%
% of students scoring at Conditionally Ready or Prepared on Math Early Assessment Program or (EAP) Baseline	20%	23%	31%	N/A	30%
Schoolwide ELA Distance From Standard (DFS)	-20.6 (Yellow)	State did not publish DFS this year N/A	-0.9 (dashboard color was not provided by CDE)	N/A	-15.6 (Green)
Schoolwide math Distance From Standard (DFS)	-76.4 (Orange)	State did not publish DFS this year N/A	-35.2 (dashboard color was not provided by CDE)	N/A	-73 (Yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring At Standard or Exceed Standard on the California Science Test	NA	39%	36%	N/A	60%
% of 12 th -grade students who complete a CTE Pathway	28%	0.7%	0.3%	N/A	30%
% of students who complete both A-G requirements AND a CTE Pathway	0%	0%	0%	N/A	10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education (CTE) Pathways	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this action include the costs of maintaining the additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials.	LCFF \$90,000 1000 Salaries/3000 Benefits \$17,002 4000 Instructional Materials Total: \$107,002	Y

Action #	Title	Description	Total Funds	Contributing
2	Advanced Placement (AP) courses and exams	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take AP courses and pass the corresponding test. We will add AP courses and offer increased AP examinations. Expenditures associated with Action include teacher AP course and examination training, curriculum development, and the cost of instructional materials.	LCFF \$69,761 1000 Salaries/3000 Benefits \$2,000 4000 Instructional Materials Total: \$71,761	Y
3	A-G Readiness	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take A-G courses. To help us increase our A-G pass rates, we plan to facilitate quality support, including meeting with each student in grade eight (and their families) to develop an A-G completion plan. Expenditures include hiring additional counselors.	LCFF \$103,881 1000 Salaries/3000 Benefits \$5,000 4000 Instructional Materials/ 5000 Purchase Services Total: \$108,881	Y
4	College Credit Courses	We are improving the number of students who take and pass college credit courses. We want to continue this positive trend by increasing/improving opportunities for our students to take and pass college credit courses. Expenditures associated with this Action include instructional material needed for dual enrollment classes.	LCFF \$44,913 1000 Salaries/3000 Benefits \$10,000 4000 Instructional Materials Total: \$54,913	Y

Goal Analysis 2022 LCAP Year

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 is intended to increase/improve college and career readiness. We implemented all Actions. In 2021, we did not expend funds on the Naviance platform because we determined that we needed more time to prepare for its integration. Instead, we paid for a digital “bridge” that

allows our student information system to interface with the National Student Clearinghouse. In 2022, we re-purchased the Naviance platform to support students and staff. In 2022, we did not pay for the National Student Clearinghouse because the San Diego County Office of Education paid for the program. We continued with the implementation of the night/weekend college awareness sessions for families, particularly for Spanish-speaking families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimation of actual expenditures: Is spending consistent with the budgeted expenditures and planned % of improved services?

- Action 2.1 - The cost for this action came in less at \$59,078 than projected at \$89,638 because CTE program costs came in lower than expected.
- Action 2.2 - The cost for this action came in slightly less at \$63,505 than projected at \$64,120 because some staff had received the AP training in 2021-2022.
- Action 2.3 - The cost for this action came in higher \$96,355 than projected at \$88,729 due to increase in salaries and benefits.

An explanation of how effective the specific actions were in making progress toward the goal.

We believe our Goal 2 Actions are helping us improve college and career readiness among our students. However, the progress is incremental. The percentage of our students who scored at Proficient or higher in ELA (2021 CAASPP) was higher than that of the state but was lower than desired. Our schoolwide percentage of students who Met or Exceeded the Standard for ELA is 52%, slightly higher than the state rate of 47%. Our schoolwide percentage of students who Met or Exceeded the Standard for mathematics is 39%, higher than the state rate of 33%. We are making a concerted effort to convey the importance and benefit of participating in state assessments to our families. The student participation rate increased to 95% on the state ELA and math assessment.

A review of other metrics used to determine college career readiness (CCRI) demonstrates a need to improve the number of students who complete the A-G requirements. Our staff is working diligently to increase the A-G rate for the upcoming class. In addition, we have increased CTE pathways and AP course offering. In 2022, approximately 21% of our high school graduates completed the A-G requirements, 0.3% of the students completed at least one CTE pathway, and 1% of the students scored 3 or higher on at least two AP exams.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our families, staff, and students have made clear that they experience difficulty accessing our LCAP due to its length and depth. Consequently, we have made the following changes:

We shortened the length, reworded the explanation section of this Goal, and added updated performance data. We maintained the length of the description for Actions 1 through 4 without changing the substance of each action.

The explanation of how the actions indicated with a “Y” in the contributing column are provided in Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. This adjustment will provide additional clarity and reduce the length of our LCAP, making it more accessible to families.

There were no modifications made to the metrics in 2022 related to the College and Career Metrics. The 2022 percentage of students scoring at Conditionally Ready or Prepared on the Early Assessment Program (EAP) was 63% for ELA and 31% for math. Similarly, the baseline for the percentage of students who complete both A-G requirements in 2022 was 21% *and* a CTE Pathway is 0.3%. The schoolwide Distance From Standard (DFS) for ELA and math has been entered in the chart above. According to the state, the California Dashboard will be the baseline data for 2022 and color was not assigned to any of the categories.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	<p>Improve Access and Success in a Broad Course of Study:</p> <p>This Goal is a Broad Goal and focuses on providing each student with the support they need to attain the expected learning outcomes for each class, particularly those required (per state or district policy). Each student has different needs related to learning, including academic specific needs and social-emotional needs. The Goal addresses LCFF priorities 2, 3, 4, and 7</p>

An explanation of why the LEA has developed this goal.

Our Local Control and Accountability Plan (LCAP) is a three-year plan (2021-22 through 2023-24) initially informed by performance data in the 2019-20 school year.

This Goal and corresponding Actions identify and address each student's various needs to mitigate learning loss and accelerate learning, particularly those living in poverty or foster care, those learning English, those experiencing homelessness, and those with exceptional needs. In 2019-20 engagement survey results indicated that many of the students struggled to remain engaged in school due to COVID-related reasons.

To improve student engagement and thus academic success, the Actions developed mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. For example, Action 3.2 focuses on increasing and improving support beyond the initial instruction (Tier 2) to help them access and succeed academically. The designed metrics measure the success of the Actions. For example, one of the metrics involves monitoring the percentage of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year. These meetings play a pivotal role in reviewing academic progress, including identifying challenges, and needed support to maximize student learning. We believe student disengagement affected student performance outcomes. We made a concerted effort to identify students in need of support beyond Tier 1, particularly those in foster care, and those living in low socio-economic conditions (priority groups). However, a low percentage participated in Tier 2 services with fidelity.

Also, in 2021 and 2022, the College and Career Indicator was not released by the state but in 2020, 28% of the students scored At Prepared on the College Career Indicator (CCRI). Although the CCRI score has improved since 2019, we would like to improve our performance significantly. In 2022, approximately 21% of the high school students completed A-G requirements which did increase from 12% in 2021. The state did not release College and Career Indicator but did release the reports associated with College and Career Indicator. According to the 2022 data, 0.3% of the students completed a CTE pathway and one percent passed at least two AP exams (score of 3 or higher). Thus indicating the need to maintain Goal 3 while there are indications that our Goal 3 Actions are affecting positive change. For example, according to the English Learner Progress indicator (ELPI) in 2021, 19% of the English Language Learners (ELLs) scored At Proficient on the English Language Proficiency Assessment for California (ELPAC), slightly higher than the state rate of 16%. The state has not posted the ELL redesignation rate but in 2021 ELL redesignation rate was 9%, slightly higher than the state rate of 7%. The success of the ELL

progress is attributed to Goal 3 Actions, including Action 3.3 (hiring an English Language Development (ELD) Director to provide related professional learning).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners (ELs) who make progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	63%	The state did not publish this data for 2021 N/A	49%	N/A	58%
% of English Learners (ELs) who reclassify	13%	9%	The state has not publish this data for 2022	N/A	14%
% of students who score At Prepared on College Career Indicator (California Schools Dashboard)	28%	The state did not publish this data for 2021 N/A	The state did not publish this data for 2022 N/A	N/A	40%
% of parents/guardians who provide input in making decisions for the school (as measured by school-administered parent survey)	64%	71%	29%	N/A	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year	NA	N/A Did not measure in 2020-21—please see Goal analysis section for details	100%	N/A	100%
% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support professional learning	100%	100%	100%	N/A	100%
% of students who have access to in a broad course of study	100%	100%	100%	N/A	100%
% of students <i>enrolled</i> in a broad course of study	100%	100%	100%	N/A	100%
% of exceptional learning needs students (and pertinent family and community members) who complete a program-specific exit survey	NA	N/A Did not measure in 2020-21—please see Goal analysis section for details	N/A Did not measure in 2020-21—please see Goal analysis section for details	N/A	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners, those in foster care, those living in low socio-economic conditions (priority groups) who are <i>offered and participate</i> in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	NA	11%	25%	N/A	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Involvement	School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional support we offer. To increase awareness of academic and social-emotional supports, we will offer workshops for families to explain our tiered supports. Expenditures associated with this action include the continued funding of a parent liaison.	LCFF \$86,351 1000 Salaries/3000 Benefits \$10,000 5000 Purchase Services Total: \$96,351	Y

Action #	Title	Description	Total Funds	Contributing
2	Academic and Social-Emotional Supports	Academic and Social-Emotional Support. Our school experience survey results indicate the need for increased and improved academic and social-emotional support (beyond Tier 1) during the COVID 19 pandemic, particularly for unduplicated students. To increase/improve Tier 2 student support, we will fund several positions, including a Student Support Coordinator, a 504 Coordinator, an Intervention Support Coordinator, a Regional Coordinator, paraeducators, intervention/support staff, an SEL Coordinator, enrichments specialist/student advisors, library support, and foster youth/homeless liaison.	LCFF \$1,548,437 1000 Salaries/3000 Benefits \$200,000 4000 Instructional Materials Total: \$1,748,437	Y
3	English Learner Supports	English Language acquisition data demonstrate positive trends and we want to do this by funding key support positions, including an English Language Development Director and integrated ELD professional learning costs.	LCFF \$131,980 1000 Salaries/3000 Benefits \$20,000 4000 Instructional Materials \$5,000 5000 Purchase Services Total: \$156,980	Y
4	Interim Assessments	To better assess student learning loss and proficiency, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production.	LCFF \$187,666 1000 Salaries/3000 Benefits \$65,000 4000 Instructional Materials Total: \$252,666	Y

Action #	Title	Description	Total Funds	Contributing
5	Students with exceptional needs: Community partnerships	Develop partnerships with community organizations (e.g., Department of Rehabilitation, community colleges, trade schools, and potential employers) to improve student knowledge and access to the available resources that support post-secondary life goals for students with exceptional learning needs.	\$0	N
6	Students with exceptional needs: Post-secondary readiness	Develop and implement six transition-related workshops/webinars (including guest speakers) per year to enable students to develop skills and knowledge of college and career readiness and independent living opportunities for students with exceptional learning needs.	\$0	N
7	School Support Lead Position	This action focuses on creating and funding a position to help monitor the academic progress of priority group students, including low-income, English Language Learners, and foster youth. Expenditures associated with this action include stipends for School Support Lead positions that directly support priority group students.	LCFF \$82,314 1000 Salaries/3000 Benefits	Y
8	Professional learning related to English Learners	This action focuses on providing support specific to the needs of English Language Learners. Anticipated expenditures include instructional material.	Title 3, \$14,497 1000 Salaries/3000 Benefits Title 3, A \$2,000 4000 Instructional Materials	N

Action #	Title	Description	Total Funds	Contributing
9	Digital Library	Establish a digital library program to allow students to develop foundational literacy skills, English language proficiency, subject-based literacy, and knowledge and improve academic achievement. We will continue to fund an online digital library and a corresponding library technician position to accomplish this. We hope to create digital technology and information literacy centers, allowing students to access many books online, including audiobooks and those written in their native language.	Title 1, A \$89,367 1000 Salaries/3000 Benefits Title 1, A \$100,000 4000 Instructional Materials Total: \$189,367	N
10	Targeted Academic Support	Increase and improve targeted academic support for students who do not demonstrate proficiency on state assessments. Expenditures include the additional English Language Development (ELD) teachers to lower the number of students enrolled in dedicated ELD classes to 20, and the additional counselor to continue to improve direct academic support to students not demonstrating proficiency.	Title 1, A \$271,887 1000 Salaries/3000 Benefits	N
11	Non-English Speaking Parent Support	Approximately 82% of our English Language Learners speak Spanish at home. To increase the support/engagement of Spanish-speaking families, we plan to continue our bi-lingual (Spanish) ELD program assistants to help communicate with Spanish-speaking parents and students.	Title 1, A \$80,200 1000 Salaries/3000 Benefits	N

Goal Analysis 2022 LCAP Year

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 is a Broad Goal focused on providing students with the support they need to succeed academically. We were able to implement most of the corresponding Actions for the goal. The school has offered Department of Rehabilitation (DOR) webinars and workshops for our families and students. We provided more than 2 hours throughout the year through the DOR. We have also provided additional training to our Education Specialists regarding transition programs, specifically through a new curriculum we purchased. Teachers received 6 hours of training and also received coaching and support in the implementation of the new transition program for our department. Each hour focused on a different topic. This has supported our students in developing their readiness skills as they prepare to exit our program and has allowed us to address all three domains with much greater success. Due to personnel and logistical issues, we could not monitor the percentage of exceptional learning needs of students, parents, and community partners that completed a program-specific exit survey. We have r webinars and workshops to support students with transition from school to career.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 3.3: The costs came in higher than expected due to salary, benefits and curriculum costs. The projected cost for this action was \$1,503,290 and the actual cost came in at \$1,547,289 which is higher by \$43,999.
- Action 3.4: The costs of purchasing and implementing our interim assessment program are approximately \$33,000 more than anticipated, mainly due to increased salary and benefit costs.
- Action 3.6: We did not spend funds for transition-related workshops/webinars for students with exceptional learning needs because we conducted them all online.
- Action 3.7: The costs of purchasing and implementing our interim assessment program are approximately \$22,000 more than anticipated, mainly due to increased salary and benefit costs.
- Action 3.9: The costs of purchasing and implementing a digital library are approximately \$80,000 less than anticipated. After creating this Action, the state announced it would offer a free digital library to Local Education Agencies. Instead of purchasing a digital library as anticipated, we opted to experiment with the one offered by the state to conduct further research on which version is best for our needs. We plan to purchase a digital library in 2022-23.
- Action 3.10: We forgot to add the two at the beginning of the budget, it should have stated \$242,105 instead of \$42,105 which makes it seem that we spent approximately \$166,000 more than projected because of the clerical error.
- Action 3.11: The cost of hiring a bi-lingual assistant to help communicate with families is approximately \$26,000 lower than anticipated due to a delay in finding qualified individual.

An explanation of how effective the specific actions were in making progress toward the goal.

We believe our Goal 3 Actions are helping us improve access and success in a broad course of study. For example, 100% of our English Language Development (ELD) teachers participated in research-based professional learning, and available English Language Learner's (ELL) performance indicators indicate positive results. Nineteen percent (19%) of our English Language Learners scored At Proficient on the 2022 English Language Proficiency Assessment for California (ELPAC), slightly higher than the state rate of 16%. The 2021 ELL redesignation rate

was 9%, higher than the state rate of 7%. The 2022 ELL redesignation rate has not been published by the state as of May 2023. In 2022, according to the dashboard, 49% of English Learners are making progress towards English Proficiency which is slightly below the state rate of 50%.

The state has stated the 2022 dashboard data will be the baseline data for upcoming school years. The state did not publish College and Career Indicator progress for any of the high schools in the state for 2022. As a result, we cannot ascertain our College Career Indicator progress.

Further, 26% of our graduate cohort students completed one semester (or two quarters, or two trimesters), and 22% of our graduate cohort students completed two semesters (or three quarters, or three trimesters). In addition, we have added Fashion Design and Merchandising, Social Media Programming and Games and Simulations to the Career Technical Education (CTE) pathways. The increased offering of the pathways has had a positive impact on the enrollment in the various programs by increasing the number of students who are prepared for College and Career. In addition, we continue to encourage and support our high school students with dual enrollment in the local community colleges.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our families, staff, and students have made clear that they experience difficulty accessing our LCAP due to its length and depth. Consequently, we have made the following changes:

In 2022, Goal 3's length and explanation, and updated performance data was maintained from 2021. The length was shortened in the description for Actions 3.1, 3.2, 3.3, 3.7, 3.8, 3.9, and 3.10 without changing the substance of each action in 2021. In 2022, the school purchased a digital library after trying out the state funded digital library in 2021.

The explanation of how the actions indicated with a "Y" in the contributing column are provided in Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. This adjustment will provide additional clarity and reduce the length of our LCAP, making it more accessible to families.

In 2022, the state did not publish College Career Indicator on the California School Dashboard and did not publish the percentage of English Learners (ELs) who had reclassified. Additionally, due to personnel/logistical reasons, we were unable to provide the percentage of exceptional learning needs students, parents, and community partners that completed a program-specific exit survey. This data will be reported next year.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023 LCAP Year

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$3,194,089	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.42%	0%	\$0	6.42%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

We do not qualify for concentration funds (our unduplicated percentage is less than 55%). For all Actions implemented schoolwide *and* that are identified as Contributing, we:

1. Ensure that associated expenditures are the *most efficient* use of funds based on the needs of our school;
2. *Principally directed* to support English learners (EL), those living in foster youth (FY), and those who are socio-economically disadvantaged (SED). These groups are identified as priority groups according to the state school finance formula; and
3. Identify metrics to determine the effectiveness of the Action.

Please see below for details.

Goal 1- Optimize Conditions for Learning:

- Action 1.4- Technology. Our family engagement surveys demonstrate that many of our students, particularly English Learners, low-income, and those in foster care, do not have appropriate access to technology. To ensure all students have access to our online base instructional program, we will purchase servers for the school, digital library, laptops, modems, routers for students, and cybersecurity software.

These expenditures are the most efficient use of funds because most of the families choose to access the school's base instructional program online and thus need technology capable of operating the latest versions (upgrades) of internet-based instructional support and access to them online.

The unduplicated priority group percentage was 34%, students eligible for free/reduced lunch was 34%, 2.3% are English Learners , and approximately less than 1% live in foster care.

The effectiveness of this action was measured through various metrics listed in Action 1, including graduation rate, the percentage of students who have access to the standards-aligned instruction materials/resources, and chronic absentee rate. The cohort high school graduation rate continues to improve over the previous four years.

- The 2022 schoolwide high school graduation rate increased to 92% which is higher than the statewide average of 88%. The graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 90%, Hispanic students 90%, White students 95% and Students with Disabilities 79% (Dashboard)

- The 2022 chronic absentee rate was 0.9%, slight increase from 0.6%.

- Action 1.5- Monitor Student Engagement. Due to the social/emotional and economic impact from the Pandemic, many of our students have struggled to remain cognitively engaged in school. In 2022, to determine why students were disengaged from school, a local climate survey was administered to students, families, and staff. The survey was implemented schoolwide, but it will principally benefit the needs of unduplicated students because they typically live in an environment that leaves them directly vulnerable to the pandemic and lack resources at home to mitigate the effects of the COVID-19 pandemic. The effectiveness of this Action is measured by analyzing survey results, including the metrics listed in our Goal 1. For example, the percentage of students who feel high levels of connectedness to their school, the percentage of families of parents who strongly agree/agree that the learning environment is inviting, and the percentage of staff who strongly agree/agree our school offers a safe place for students

Goal 2- Improve College and Career Readiness:

- Action 2.1- Career Technical Education (CTE) Pathways. The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the score. In 2022, the state did not publish the College and Career indicator data. In 2020, 29% of the students scored At Prepared on the CCRI, and 0.7% completed a Career Technical Education (CTE) Pathway. In 2022, 0.3% completed a CTE pathway. To increase the number of students who complete a CTE Pathway, additional CTE certified teachers were hired, provide additional staff training, create additional industry-specific internships, and increase the number of offered CTE courses and pathways. This expenditure is the most efficient use of funds because it establishes increased and improved CTE courses and sequenced pathways. This action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because they typically have the least access to new and viable career experiences outside of school. The effectiveness of this Action will be measured by analyzing the percentage of students who complete a CTE Pathway and the percentage of students who score At Prepared (or higher) on the CCRI.

- Action 2.2- Advanced Placement (AP) courses and exams. In 2022, one percent of the students passed at least two Advanced Placement examinations (score of 3 or higher). To increase the number of students who take and pass at least two AP examinations, the school will increase the number of approved AP courses and improve student support for AP exams. Expenditures include the cost of staff training, particularly those who are new to teaching an AP course. This expenditure is the most efficient use of funds because it creates additional AP courses, improves student support for AP examinations, and the College Board (the organization that sanctions AP examinations) provides related staff training. This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates they typically have the least access at home to the resources needed to prepare for and pass AP examinations. The effectiveness of this Action will be measured by analyzing the percentage of students who pass at least two AP exams and the percentage of students who score At Prepared (or higher) on the CCRI.
- Action 2.3- A-G Readiness. In 2022, 21% of the Cohort met A-G requirements which is an increase from 2021 where only 9% met the A-G requirements which may have contributed to the impact of COVID 19 pandemic. To increase the A-G completion rate, the school will increase the number of approved A-G classes, staff meet with each student in grade 8 (and their families) to develop an A-G completion plan and increase the number of meetings with families. Expenditures include paying stipends to staff to develop and submit courses for A-G approval and meeting with families at night and on weekends. Expenditures are the most efficient use of funds because the A-G requirements represent the basic academic preparation level that high school students should achieve to undertake university work and be minimally eligible for admission to the University of California (UC) and California State University (CSU). This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates their families are less likely to have attended college and thus less likely to be aware of the A-G requirements. Moreover, parents/guardians of unduplicated students are much less likely to be able to take time off from work to meet with counselors during regular school hours of operation. The effectiveness of this Action will be measured by analyzing the percentage of students who pass at least two AP exams and the percentage of students who score At Prepared (or higher) on the CCRI.
- Action 2.4- College Credit Courses. In 2022, 26% of our graduate cohort students completed one semester (or two quarters, or two trimesters) and 22% of our graduate cohort students completed two semesters (or three quarters, or three trimesters). Still, the rates are not as high as anticipated, and there are measurable achievement gaps, particularly for unduplicated students. To improve opportunities for our students to take and pass a college credit course, we continue to work diligently to develop agreements with local colleges and help pay for associated expenditures, including the costs of instructional material for dual enrollment courses. Expenditures also include stipends for counselors/coordinators to meet with families at night and on weekends to explain college course opportunities and support. Expenditures are the most efficient use of funds because they create hands-on experiences for students to take a college course, providing them valuable experience to succeed at the college level. This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because the Action will mitigate college course-related costs for students, including instructional material costs, who can least afford them. Moreover, research demonstrates that unduplicated students are less likely to be aware of what is required to succeed at the college level (given that their parents are less likely to have attended college). Finally, parents/guardians of unduplicated students are much less likely to be able to take time off from work to meet with counselors during regular school hours of operation. The effectiveness of this Action will be measured by analyzing the percentage of students who complete college credit courses and the percentage who score At Prepared (or higher) on the CCRI.

Goal 3- Improve Access and Success in a Broad Course of Study:

- **Action 3.1 -Parent Involvement.** School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional supports offered by the school. To increase awareness of academic and social-emotional supports, the school offers workshops for families to explain the multi-tiered supports. Expenditures include the continued funding of a parent liaison who will work directly with the families of unduplicated students. Expenditures are the most efficient use of funds because services include direct interaction with families. This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates that their families are least likely to have resources at home to support social-emotional needs adequately. The effectiveness of this Action will be measured by monitoring the percentage of families who attend the workshops and the number of students identified for support beyond Tier 1, particularly unduplicated students (see Goal 3 metrics).
- **Action 3.2- Academic and Social-Emotional Support.** The school experience survey results indicate the need for increased and improved academic and social-emotional support (beyond Tier 1) due to the lasting impact of the COVID 19 pandemic, particularly for unduplicated students. To increase/improve Tier 2 student support, the school will fund several positions, including a Student Support Coordinator, a 504 Coordinator, an Intervention Support Coordinator, a Regional Coordinator, paraeducators, intervention/support staff, an SEL Coordinator, enrichments specialist/student advisors, library support, and foster youth/homeless liaison. Expenditures are the most efficient use of funds because services are provided directly to students in a manner most likely to address their needs. Even though this Action will be implemented schoolwide, it will principally benefit the needs of unduplicated students because they are more likely to live in an environment that leaves them directly vulnerable to the pandemic's adverse effects. The supports mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. The MTSS provides a structured approach to providing quality core instruction by aligning resources to support student academic, behavioral, and social success. The effectiveness of this Action will be measured by monitoring the percentage of students identified for and receiving support beyond Tier 1, particularly unduplicated students (see Goal 3 metrics) and the percentage of parents/guardians of unduplicated students who meet with a counselor/coordinator at least once per school year (see Goal 3 metrics).
- **Action 3.4- Interim Assessments.** To better assess student learning loss and proficiency, the STAR360 diagnostic for ELA, early literacy, and math will be administered to students. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production. Expenditures are the most efficient use of funds because the California Board of Education has determined that the Student Growth Percentile (SGP) metric used by STAR360 is a valid measure of student growth. This action will be implemented schoolwide, but it will principally benefit the needs of unduplicated groups because they are most vulnerable as a result of the lasting impact of COVID 19 pandemic and inflation, resulting in significant learning loss. The effectiveness of this Action will be measured by monitoring the percentage of students who score At Prepared on the College Career Indicator.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the school-wide (we are a single-school charter school) actions described in Prompt 1 (previous prompt), we will provide the following Actions on a Limited basis (not school-wide) to improve or increase services for priority groups. For all Actions (schoolwide and limited) identified as Contributing, we determine the percent contributing to our required increased or improved percentage by using a quantitative metric (an LCFF dollar amount)--We will **not** use a qualitative methodology for any Actions. Our **required** percentage to increase or improve services is 6.42% (\$3,194,089). The planned quantitative increase in services 6.42% (\$3,194,089) for actions listed below.

The following **school-wide** Action (please see the previous prompt) contribute to meeting our required percentage to increase or improve services—please see Action/Expenditure tables for details:

- Action 1.4- Technology
- Action 1.5- Monitor Student Engagement
- Action 2.1- Career Technical Education (CTE) Pathways
- Action 2.2- Advanced Placement (AP) courses and exams
- Action 2.3- A-G Readiness
- Action 2.4- College Credit Courses
- Action 3.1 -Parent Involvement.
- Action 3.2- Academic and Social-Emotional Support.
- Action 3.4- Interim Assessments

The following Actions are provided on a **Limited basis** (not school-wide) to improve or increase services for priority groups (in addition to the school-wide Actions described in Prompt 1)-- please see Action/Expenditure tables for details:

- Action 3.3 English Learner Supports. This Action is Limited (not implemented schoolwide). Our 2021-22 California Schools Dashboard English Learner Progress Indicator score demonstrates 49% of our ELs are making progress towards English Proficiency and 19% of our English Language Learners scored at Proficient on the 2022 English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 16%. Further, our 2021 ELL redesignation rate was 7%, matching the state rate and higher than the county average of 6%. The 2022 ELL redesignation rate has not been released by the state as of May 2023. This action includes paying for an English Language Development Director and integrated ELD professional learning costs. Expenditures are the most efficient use of funds because research demonstrates the need to provide ELLs with dedicated and integrated access to the core curriculum while simultaneously developing English proficiency. See the California ELA-ELD Curriculum Framework for additional details. The effectiveness of this Action will be measured by monitoring the percentage of ELLs who make progress toward English proficiency as measured by the English Learner Progress Indicator and the percentage who reclassify annually.
- Action 3.7 School Support Lead Position. This Action is limited (not implemented schoolwide). See the previous Action (3.3) for data related to English Language Learners. State assessment data also demonstrates achievement gaps among unduplicated students. For example, the

schoolwide percentage of students who Met or Exceeded the Standard for ELA is 52%. However, 14% of our English Language Learners (ELL), 28% of our students with reported disabilities, 44% of Latino students, and 43% of economically disadvantaged students Met or Exceeded the Standard for ELA, demonstrating an achievement gap. The schoolwide percentage of students who Met or Exceeded the Standard for math is 39%. Moreover, 8% of our ELLs, 19% of our students with reported disabilities, 26% of our Latino students, and 27% of economically disadvantaged students Met or Exceeded the Standard for math, demonstrating an achievement gap. Expenditures include funding a position to help monitor the academic progress of ELLs and other priority group students. Expenditures are the most efficient use of funds because research demonstrates that proactive and direct student and family support effectively mitigates risk factors in their life that lead to disengagement, including exposure to poverty, learning English, or living in an unstable living environment. The effectiveness of this Action will be measured by the percentage of unduplicated students scoring proficient (or higher) on the California Assessment of Student Performance and Progress (CAASPP) .

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A. We do not qualify for concentration funds (our unduplicated percentage is less than 55%).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 26,126,565	\$ -	\$ -	\$ 664,951	31,194,453	\$ 25,948,014	\$ 5,246,439

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully credentialed & appropriately assigned teachers	All	\$ 22,932,918	\$ -	\$ -	\$ -	\$ 22,932,918
1	2	Access to the standards-aligned instruction materials	All	\$ -	\$ -	\$ -	\$ -	\$ 4,402,937
1	3	Maintain all facilities in "Good Repair"	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	4	Technology	All	\$ 513,842	\$ -	\$ -	\$ -	\$ 513,842
1	5	Monitor student engagement	All	\$ 500	\$ -	\$ -	\$ -	\$ 500
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	All	\$ -	\$ -	\$ -	\$ 107,000	\$ 107,000
2	1	Career Technical Education (CTE) Pathways	All	\$ 107,002	\$ -	\$ -	\$ -	\$ 107,002
2	2	Advanced Placement (AP) courses and exams	All	\$ 71,761	\$ -	\$ -	\$ -	\$ 71,761
2	3	A-G Readiness	All	\$ 108,881	\$ -	\$ -	\$ -	\$ 108,881
2	4	College Credit Courses	All	\$ 54,913	\$ -	\$ -	\$ -	\$ 54,913
3	1	Parental Involvement	All	\$ 96,351	\$ -	\$ -	\$ -	\$ 96,351
3	2	Academic and Social-Emotional Supports	All	\$ 1,748,437	\$ -	\$ -	\$ -	\$ 1,748,437
3	3	English Learner Support	English Learners	\$ 156,980	\$ -	\$ -	\$ -	\$ 156,980
3	4	Interim Assessments	All	\$ 252,666	\$ -	\$ -	\$ -	\$ 252,666
3	5	Students with exceptional needs: Community partnerships	Exceptional Needs	\$ -	\$ -	\$ -	\$ -	\$ -
3	6	Students with exceptional needs: Post-secondary readiness	Exceptional Needs	\$ -	\$ -	\$ -	\$ -	\$ -
3	7	School Support Lead Position	Priority Group	\$ 82,314	\$ -	\$ -	\$ -	\$ 82,314
3	8	Professional learning related to English Learners (Title 3 Federal Funds)	English Learners	\$ -	\$ -	\$ -	\$ 16,497	\$ 16,497
3	9	Digital Library (Title 1 Federal Funds)	All	\$ -	\$ -	\$ -	\$ 189,367	\$ 189,367
3	10	Targeted Academic Support (Title 1 Federal Funds)	All	\$ -	\$ -	\$ -	\$ 271,887	\$ 271,887
3	11	Non-English Speaking Parent Support (Title 1 Federal Funds)	English Learners	\$ -	\$ -	\$ -	\$ 80,200	\$ 80,200

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 49,751,738	\$ 3,194,089	6.42%	0.00%	6.42%	\$ 3,193,647	0.00%	6.42%	Total:	\$ 3,193,647
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 3,193,647

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Technology	Yes	schoolwide	all	schoolwide	\$ 513,842	0.00%
1	5	Monitor student engagement	Yes	schoolwide	all	schoolwide	\$ 500	0.00%
2	1	Career Technical Education (CTE) Pathways	Yes	schoolwide	all	schoolwide	\$ 107,002	0.00%
2	2	Advanced Placement (AP) courses and exams	Yes	schoolwide	all	schoolwide	\$ 71,761	0.00%
2	3	A-G Readiness	Yes	schoolwide	all	schoolwide	\$ 108,881	0.00%
2	4	College Credit Courses	Yes	schoolwide	all	schoolwide	\$ 54,913	0.00%
3	1	Parental Involvement	Yes	schoolwide	all	schoolwide	\$ 96,351	0.00%
3	2	Academic and Social-Emotional Supports	Yes	schoolwide	all	schoolwide	\$ 1,748,437	0.00%
3	3	English Learner Support	Yes	schoolwide	all	schoolwide	\$ 156,980	0.00%
3	4	Interim Assessments	Yes	schoolwide	all	schoolwide	\$ 252,666	0.00%
3	7	School Support Lead Position	Yes	schoolwide	all	schoolwide	\$ 82,314	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 26,184,682.00	\$ 29,555,711.99

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully credentialed & appropriately assigned teachers	No	\$ 19,637,535	\$ 21,839,962
1	2	Access to the standards-aligned instruction materials	No	\$ 3,515,807	\$ 4,210,732
1	3	Maintain all facilities in "Good Repair"	No	\$ -	\$ -
1	4	Technology	Yes	\$ 452,340	\$ 454,727
1	5	Monitor student engagement	Yes	\$ 1,000	\$ -
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	\$ 54,143	\$ 115,441
2	1	Career Technical Education (CTE) Pathways	Yes	\$ 89,638	\$ 96,355
2	2	Advanced Placement (AP) courses and exams	Yes	\$ 64,120	\$ 63,505
2	3	A-G Readiness	Yes	\$ 88,729	\$ 96,355
2	4	College Credit Courses	Yes	\$ 47,028	\$ 48,596
3	1	Parental Involvement	Yes	\$ 85,000	\$ 85,266
3	2	Academic and Social-Emotional Supports	Yes	\$ 1,503,290	\$ 1,547,289
3	3	English Learner Support	Yes	\$ 135,971	\$ 138,920
3	4	Interim Assessments	Yes	\$ 189,765	\$ 223,598
3	5	Students with exceptional needs: Community partnerships	No	\$ -	\$ -
3	6	Students with exceptional needs: Post-secondary	No	\$ -	\$ -
3	7	School Support Lead Position	Yes	\$ 50,000	\$ 72,844
3	8	Professional learning related to English Learners	No	\$ 12,923	\$ 23,711
3	9	Digital Library (Title 1 Federal Funds)	No	\$ 185,000	\$ 189,367
3	10	Targeted Academic Support (Title 1 Federal	No	\$ 42,105	\$ 271,887
3	11	Non-English Speaking Parent Support (Title 1	No	\$ 30,288	\$ 77,157

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,706,881	\$ 2,706,881	\$ 2,851,166	\$ (144,285)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Fully credentialed & appropriately assigned teachers	No	\$ -		0.00%	0.00%
1	2	Access to the standards-aligned instruction materials	No	\$ -		0.00%	0.00%
1	3	Maintain all facilities in "Good Repair"	No	\$ -	\$ -	0.00%	0.00%
1	4	Technology	Yes	\$ 452,340	\$ 454,727.00	0.00%	0.00%
1	5	Monitor student engagement	Yes	\$ 1,000	\$ -	0.00%	0.00%
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	\$ -		0.00%	0.00%
2	1	Career Technical Education (CTE) Pathways	Yes	\$ 89,638	\$ 96,355.00	0.00%	0.00%
2	2	Advanced Placement (AP) courses and exams	Yes	\$ 64,120	\$ 63,505.00	0.00%	0.00%
2	3	A-G Readiness	Yes	\$ 88,729	\$ 96,355.00	0.00%	0.00%
2	4	College Credit Courses	Yes	\$ 47,028	\$ 48,596.00	0.00%	0.00%
3	1	Parental Involvement	Yes	\$ 85,000	\$ 85,266.00	0.00%	0.00%
3	2	Academic and Social-Emotional Supports	Yes	\$ 1,503,290	\$ 1,547,289.00	0.00%	0.00%
3	3	English Learner Support	Yes	\$ 135,971	\$ 138,920.00	0.00%	0.00%
3	4	Interim Assessments	Yes	\$ 189,765	\$ 223,598.00	0.00%	0.00%
3	5	Students with exceptional needs: Community partnerships	No	\$ -	\$ -	0.00%	0.00%
3	6	Students with exceptional needs: Post-secondary	No	\$ -	\$ -	0.00%	0.00%
3	7	Special Program Lead Position	Yes	\$ 50,000	\$ 72,844.00	0.00%	0.00%
3	8	Professional learning related to English Learners	No	\$ -	\$ 23,710.99	0.00%	0.00%
3	9	Digital Library (Title 1 Federal Funds)	No	\$ -		0.00%	0.00%
3	10	Targeted Academic Support (Title 1 Federal)	No	\$ -		0.00%	0.00%
3	11	Non-English Speaking Parent Support (Title 1)	No	\$ -		0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,706,881	\$ 2,706,881	0.00%	100.00%	\$ 2,851,166	0.00%	105.33%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.

- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)
 - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2021

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Cabrillo Point Academy

CDS code:

3768049-0132506

Link to the LCAP:

(optional)

<https://cabrillopointacademy.org/about/accountability>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Cabrillo Point Academy (CPA) is a direct-funded, WASC-accredited, public charter school. Cabrillo Point Academy takes great pride in offering flexible, personalized learning experiences through its many unique and dynamic programs. The school provides standards-based educational experiences that prepare students for college, career, and life in the 21st century while nurturing the whole child. CPA serves independent study and homeschooled students in Transitional Kindergarten through grade 12.

A substantive review of our student performance metrics indicates an achievement gap among demographic groups. Below is a summary:

- 2022 schoolwide high school graduation rate increased to 92% which is slightly higher than the statewide average of 87%. The graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 90%, Hispanic students 90%, White students 95% and Students with Disabilities 79% (Dashboard).
- 2022 Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and Mathematics will be considered the baseline for the California School Dashboard. The student participation rate on the CAASPP assessments increased to 95%. The percentage of students who Met or Exceeded the Standard for ELA was 52%, higher than the state rate of 47%. The schoolwide percentage of students who Met or Exceed the Standard for Mathematics was 39%, slightly higher than the statewide average of 33%.
- 2022 English Learner (ELL) Progress on the Dashboard indicated 47% of our ELLs were making progress towards English Language proficiency.
- 2022 California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science is 36%, higher than the state rate of 29%.

- 2022 The state did not report results for the College and Career Indicator on the 2021-22 Dashboard.

Additionally, the state did not publish the College Career Indicator (CCRI) results in 2022. However, a review of related metrics demonstrates a need to improve the number of students who complete the A-G requirements, the number who pass Advanced Placement (AP) examinations, and those who complete CTE pathways. In 2022, approximately 21% of our high school graduates completed the A-G requirements, and one percent completed a CTE pathway or passed at least two AP exams (score of 3 or higher). Still, the percentage of our students who take and pass an academic or Career Technical Education (CTE) subject college credit courses with a grade of C- or better (or Pass) surpasses that of the state. In particular, 26% of our graduate cohort students completed one semester (or two quarters, or two trimesters), doubling the state rate of 13%. Similarly, 22% of our graduate cohort students completed two semesters (or three quarters, or three trimesters), more than double the state rate of 8%.

To improve student performance, we will use federal funds to implement the following strategies:

Title I, Part A: We plan to focus on supplementing and enhancing mathematics instruction for 3rd to 9th grade. This is where the achievement gap widens for low-income students and some students begin to give up on school. Our theory of action is that by providing more intensive support during grades 6th through 9th, we can prepare struggling students to meet state academic standards, so they are well prepared for high school, college, and career. We hypothesized that the most effective use of the Title I fund would be to provide small intervention classes virtually in math, where the achievement gap was widest, in order to provide teachers the time and opportunity to build relationships with struggling students. In addition, our data shows that socio-emotional challenges contribute to a lack of academic and general school success. We are also enhancing socio-emotional support at our school. Most of the Title I funds will go to support efforts to improve performance of low-income students and other students not meeting standards in math. Additional uses of Title I funds may include funding parent involvement and education activities for parents whose children qualify for Title I services, such as Parent Workshops and support for parent access to various intervention programs and wrap-around services meeting the needs of homeless students.

Title II, Part A: Title II funds will be used to supplement school funds used for professional development for professional development for principals, vice principals, coordinators, and coaches to improve initial instruction in identified areas of need, including math achievement. Professional development is currently focused on the Common Core Math Standards approach, including the practice standards. Our professional development also focuses on academic support for students who are not successful in learning to read using our core program and current intervention programs and plan instructional improvements to increase student success. Additionally, our professional development for school leaders and teachers focuses on collecting, interpreting, and using data to inform our instructional practice and curriculum.

Title III, Part A: Professional learning to guide and support administrators, coordinators, and teachers in addressing English learners' academic needs to ensure they gain academic content knowledge and English language proficiency.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our LCAP Goals are as follows: Optimizing Conditions for Learning, Improving College and Career Readiness, and Improving Access and Success in a Broad Course of Study. To ensure alignment, our Federal Addendum to the LCAP outlines strategies and activities that are based on federal funding that are in addition to the overall approach covered in the LCAP as a whole. Specifically, we plan to utilize ESSA funds to enhance our state-funded programs so no student falls through the cracks, especially with our personalized learning approach.

Title I

- Goal 3, Action 10- Increase and improve targeted academic support for students who are not meeting proficiency on state assessments (ELA and math).
- Goal 3, Action 11- Monthly parent meetings (in addition to regular HST meetings) focused on understanding state academic standards and their relation to their children's education.
- Goal 3, Action 12- Monthly teacher professional development focused on understanding state academic standards and integrating them into classes, teacher resources, instructional material, and educational support.
- Goal 3, Action 13- Establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

Title II

- Goal 1, Action 6- To improve our professional growth and improvement systems for teachers and administrators, we will provide staff training related to data analysis (formative, diagnostic, and interim assessments) and mathematics instruction. To optimize data produced by diagnostic and interim assessments, it is vital that staff fully understand how to interpret results and modify curriculum and instruction appropriately.

Title III

Goal 3, Action 8-- Professional learning related to English Learners Our supports mirror California's Multi-tiered System of Support framework (MTSS), an inclusive model for meeting the needs of all students, including English Learners. When our universal supports are insufficient to address individual academic needs, we offer Tier 2 support in addition to Tier 1 support. This action focuses on providing Tier 2 support for English Learners that are strategic and targeted for those who are not progressing or responding to Tier 1 efforts as expected. We anticipate that 15 percent of our students will receive support at this level. Expenditures include staff training, lesson development, and online instructional material.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the school's LCAP goal 1, action 1 is to ensure all classrooms are staffed with an appropriately credentialed and assigned teacher. At this time 100% of our teachers hold valid credentials and are appropriately assigned. There are currently no disparities for low-income or minority students. Annual review of this action step takes place through human resources and School Accountability Report Card development.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

During the 2019-2020 school year, significant outreach and engagement was conducted with families. This included parent surveys and virtual town hall meetings. This was critical in providing the information needed for the 2020-2021 school year, given the challenges of COVID-19. During the 2020-2021 and 2021-2022 school years, these strategies were repeated to ensure families can share their experiences and provide input into the LCAP. We collect data from a broad range of Educational Partners (parents/guardians, students, staff, community members) regarding their priorities in a series of meetings and surveys throughout the school year.

In addition, we held virtual town hall meetings and focus groups to gather additional information related to the LCAP. For parents and family members specifically, we held meetings where families provide input on their priorities for the LCAP. Staff discusses the LCAP in Multilingual Learner Advisory Committee (MLAC) meetings, LCAP advisory committee meetings and one to one meetings with students and families. These comments/suggestions, along with the student achievement and school climate data informed the drafting of the LCAP goals, actions, and services.

CPA involves parents of Title I students in an organized, ongoing, and timely way. Parents will be involved in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. The policy will be annually distributed in the Parent Student Handbook and be included in board policy. It will be available on the school website with hardcopies available as needed from the school office. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. The policy will be updated annually based on the feedback received from our parent advisory group, and ESSA updates.

Parents are involved in the governing of the school by opportunity to serve on the school board, participating in the LCAP Advisory Committee, Multilingual Learner Advisory Committee (MLAC) Committee and weekly coffee chats with leadership and taking on the role of learning coach of their student using the independent study model. Learning coaches are responsible for the daily monitoring/verification of all subject studies, with scheduled monitoring by the Independent Study Teacher. Parent groups may assist the school with community outreach, resource development, extracurricular programs, and community service projects. CPA views parents/guardians as our partners in educating our students. We have dedicated staff to assist all Title I parents/guardians the opportunities to participate in school activities and meetings including parents/guardians with limited English proficiency, with disabilities, and/or migrant students. We ensure all school information and reports are provided in a format and language that parents/guardians understand via digital format that can be translated with the use of technology. School provides use of interpreters, translators, and/or American sign language. In addition, educators communicate regularly with parents and families regarding school events, students' progress via zoom, email, phone, IM, or text. We have established an ongoing process to gather information through regular surveys.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Targeted Support Program:

We plan to focus on supplementing and enhancing mathematics instruction for 3rd to 8th grade. This is where the achievement gap widens for low-income students and some students begin to give up on

school. Our theory of action is that by providing more intensive support during grades 3rd through 8th, we can prepare struggling students to meet state academic standards, so they are well prepared for high school, college, and career. We hypothesized that the most effective use of the Title I fund would be to provide small intervention classes virtually in math, and literacy where the achievement gap was widest, in order to provide teachers the time and opportunity to build relationships with struggling students. In addition, our data shows that socio-emotional challenges contribute to a lack of academic and general school success. We are also enhancing socio-emotional support at our school. Most of the Title I funding will go to support efforts to improve performance of low-income students and other students not meeting standards in math. Additional uses of Title I funds may include funding parent involvement and education activities for parents whose children qualify for Title I services, such as Parent Workshops and support for parent access to various intervention programs and wrap-around services meeting the needs of homeless students.

The school's academic support program includes opportunities for low-performing students to meet academic standards. Our students have access to tutoring services, personalized educational plans, personalized curriculum selections, intervention instructors, virtual academy instructors, Instructional Administrators, online academic support and instructional materials, technology, curriculum development, academic incentive programs, Career & Technical Education (CTE) Pathways, and college and career preparation, and other evidence-based intervention programs. Parent engagement strategies meet the needs of all students in the school with a specific focus on the lowest-achieving students and student groups who are at risk of not meeting grade-level proficiency. Parent and Community Engagement are provided in our community connections opportunities, parent education meetings, workshops and classes, multiple communication methods, and incentives for engagement. These strategies include counseling, additional teacher Professional Development, parent engagement opportunities, and supplemental curricular materials. Social-Emotional Learning (SEL) classes are provided for students weekly, curriculum development, professional development, parent meetings and training, SEL specialists, and psychologists. Title 1 funding is used to provide more intensive targeted support to close the achievement gap of the students who are considered unduplicated, high need students. Based on the California Longitudinal Pupil Achievement Data System (CALPADS), Home Language Surveys (HLS), Household Data Collection (HDC) forms, and Housing Questionnaires, we can identify students in the greatest need of support. Our identified socioeconomically disadvantaged, English Learners, and Foster youth students are not making adequate progress towards achieving grade-level academic standards. We believe that providing these students with targeted support will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support, and parent and community engagement.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

CPA recognizes the right of all students residing within the school's boundaries, including those who are homeless, the opportunity to enroll in, and participate in CPA's educational and support programs. CPA will use Title I funds to supplement programs and supports aligned with the provisions of the McKinney-Vento Homeless Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The school will provide specific information in outreach materials, websites, and social media platforms notifying parents that the school is open to enroll and provide services to all students, which shall include contact number to access additional information regarding enrollment. A student's IEP or report card will never be required prior to participation in any attendance lottery or as a condition of enrollment.

School Homeless Liaison

The school will designate a member of the leadership team as the School Homeless Liaison ("Homeless Liaison") for homeless students attending a school or program. The Homeless Liaison will receive annual training in appropriate enrollment practices and techniques for homeless students and families. Training includes informing families about immediate enrollment, regardless of documentation, guiding families through filling out registration documents and providing families with information designed to inform them of the services provided for them. This includes the contact information of our homeless liaison so that parents and students know who they can contact for help. The Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies.
2. Homeless students will be enrolled and provided a full and equal opportunity to succeed at school and various programs. Enrollment disputes are mediated in accordance with law, Board policy, and procedure.
3. Homeless families and students receive all educational services for which they are eligible.

Parents/guardians are informed of the educational services and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Homeless students are provided with technology, supplies and counseling in order to support them academically as well as socially-emotionally. These needs could include academic, attendance, or social emotional support. CPA helps support the needs of homeless students as well as offering counseling services to students in need. Graduation requirements are adjusted for homeless students as necessary, and our enrollment practices are in alignment with the McKinney-Vento Homeless Assistance Act.

Other services provided to homeless students include:

- Educational Planning
- Assistance with Participation in school programs, college entry programs, and transition to college and career.
- Tutoring or other instructional support
- Expedited Evaluations
- Referrals for Medical, Dental, counseling, housing and other services/programs
- Coordination between Schools and Agencies
- Obtaining or Transferring Records for easy Enrollment

Student Rights

Homeless students who are enrolled in the school have the right to:

- Equal access to all educational programs and services, including transportation and school nutrition programs.
- Continue to attend the school for the duration of homelessness or the current school year.
- Right to return to the school if CPA was their most recent previous school.
- Receive all educational services for which they are eligible.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transition into Our School Model

Through school-provided videos and information during the enrollment process, families are provided the details of our school's educational model. Once enrolled, an initial meeting with their assigned homeschool teacher (HST) serves to inform parents and students about our school policies and expectations. Together, and with guidance from the high school counselor as appropriate, the HST and the parent develop an Individual Learning Plan (ILP) for each student; this facilitates a smooth transition from the students' previous school programs to the flexible, rigorous academic curriculum of CPA'S instructional program. Students who struggle with the transition are identified early through diagnostic assessments, standards-based assessments, teacher and parent observations, and are then given extra support as appropriately deemed through our multi-tiered system of support, to include our intervention program.

Supporting All Transitions through Social Emotional Learning (SEL)

Transitions of all kinds are supported at our school through our Social Emotional Learning (SEL) program. These transitions can include school changes, personal changes in the home, medical changes, and societal changes. Our SEL team has developed comprehensive training for staff and students. The SEL team offers slide show presentations (with optional voiceover recordings) and corresponding supplemental resources as tools for teachers to use with each of their students on a

monthly basis. These SEL lessons complement a monthly webinar offered to high school students on the given theme (such as Anger Management, Relationship Skills, etc). We plan to provide additional SEL curriculum for all grade levels, professional development to all staff on how to support our students in greatest need through transitions, and parents' training/workshops. Stakeholder engagement in the SEL program will include: Input from school staff, survey sent to families, parent focus group, and communications through our school newsletter, emails, and meetings.

Middle school to high school

So that they can guide their students, teachers are trained in pertinent topics such as: graduation requirements, curriculum options, Career & Technical Education (CTE) programs, A-G College entrance requirements, concurrent enrollments, etc. While students are in 8th grade, teachers meet with students and parents to discuss high school options and requirements. Together, they consider student goals and create an individualized graduation plan. These plans are all reviewed by our counseling department. Once the plan is completed, the teacher and student select classes and order the necessary curriculum before the summer break. Families are also invited to meet with counselors as desired.

We offer high school orientation meetings to all of our new high school students and their families. A career planning course is mandatory for all incoming high school students to learn necessary study and organizational skills. This course also allows the students to begin to explore career options to work towards. As the year progresses, high school support specialists can recommend curriculum and adjust the graduation plan if it isn't in alignment with their most up-to-date life goals.

For our Special Education (SPED) students, we offer the Transition Bridge Program. It is designed to provide support to students and their families as they embark on the high school journey. In order to have an effective, meaningful transition to high school, students and families need to be given tools for academic and social success. Our highly qualified transition team will guide, mentor, and support students throughout the process.

High school to college and career

CPA supports students who are credit deficient in meeting graduation requirements. In addition, students are offered an opportunity for concurrent enrollment to get a head start on college or to learn job skills, such as computer programming or nursing. CPA is actively engaged in collaboration with local colleges to make concurrent enrollment options even more accessible to our students who need it the most. Career & Technical Education (CTE) pathways are made known to our students as course options during the school year. In 2021, we will enhance student access and success with CTE pathways via collaboration with eDynamics and other virtual programs.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We will establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes,

child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school provides professional learning to all staff based on evidence-based high-leverage instructional practices and curriculum development to improve student achievement. Professional learning activities are grounded in student achievement results and adjusted per staff feedback. We support teachers, administrators, and teachers through various opportunities designed to build their professional capacity:

- Beginning Teacher Support Program- Our Lead Teachers referred to as RCs, mentor and provide beginning teachers with intensive and individualized support aligned with current schoolwide initiatives and goals, leading to accelerating new teacher practice.
- New Administrator Support- New administrators receive coaching and mentorship from the principal and the San Diego County Office of Education as part of their Administrative Certificate program.
- New Teacher Orientation - New teacher orientation is provided at the beginning of each year to support teachers in lesson planning, supporting English Learners and students with special needs, and curriculum.
- Lead Teachers- Our Lead Teachers are referred to as RCs and help mentor new teachers and support them with curriculum-related needs.
- RC Learning Communities – Each month, teachers and administrators participate in monthly meetings to review student achievement data, curriculum, practical instructional practices, and academic support. This includes focused support for English Learners, social-emotional supports, and formative assessments.

All of the listed professional growth and improvement systems are reviewed and adjusted regularly by analyzing student achievement data (including our internal diagnostic STAR360), professional learning feedback surveys, interviews, discussions. The principal meets with faculty monthly to assess and discuss organizational culture, identified needs, and the effectiveness of school leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and

improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are a single school charter.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We value collaboration with all of our Educational Partners, particularly families. We regularly analyze feedback from all Educational Partners. Professional growth and improvement systems are reviewed and adjusted regularly by analyzing student achievement data (including our internal diagnostic STAR360), professional learning feedback surveys, interviews, team meetings and discussions. We collaborate with the county office of education to engage in data analysis to support the continued academic success of our students. Our goal has been to identify root causes through a needs assessment and allocate resources to address them. We maintain a wide array of monitoring metrics in both our Local Control and Accountability Plan (LCAP) and reviews with our charter authorizing district to assist in targeting needs, allocating resources, and evaluating program effectiveness. We use Title II, Part A funds for staff professional development related to the state academic standards, high-leverage math practices, beginning teacher support program, commercial diagnostic assessments. We monitor the effectiveness of these programs using the same process we use to evaluate the progress of our LCAP actions, including a robust evaluation process that utilizes multiple measures to update and improve activities that includes:

- Student and Family Engagement Surveys- We administer an engagement survey to students and families annually. The survey responses help us identify academic and social-emotional needs.
- Employee Evaluation Process – All teachers and staff receive regular constructive feedback through an evaluation approach that provides constructive feedback and encourages professional reflection to ensure all students have access to high-quality teachers.
- Professional Development Feedback – Participants provide feedback on professional development workshops through evaluations. We use survey results to guide future professional development to ensure that content is relevant and meets the overall needs of the teachers and paraprofessionals.
- Stakeholder Input – We regularly seek out stakeholder input. For example, we develop our LCAP based on the input of our various Educational Partners, including teachers, classified employees, students, and families.
- Achievement Results – We regularly analyzed student achievement data, including Smarter Balanced Assessment results, California Schools Dashboard Indicators, and our internal diagnostic results (STAR360). We use federal funds to purchase a data analysis system to purchase a robust and comprehensive student data analysis system.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CPA is grounded in the belief that teachers and parents are the key levers that boost student achievement; thus, quality professional development is essential for CPA students to excel academically. All professional development is designed to maximize student achievement, including that of our English Learners. The school's long-term planning and supplementing the selected instructional materials to best support all of our students. The leadership team shares best practices that are successful with staff and parents of English Learners, such as effective instructional methods and strategies. The staff monitors and supports students and families to enhance the effectiveness of instruction. Professional development for teachers takes place on a monthly basis. The primary function of dedicated professional development time is to analyze data from interim and formative assessments. The student progress toward grade level standards is analyzed monthly, whereas the results of formative assessments are analyzed quarterly.

Secondarily, school-wide professional development is a chance for the school's administration and teachers to use scientifically based research to address instructional trends in homeschooling and ways the students/families can be more effectively served. Topics may include instructional strategies like improving check for understanding, incorporating resulting in a positive and lasting impact on student achievement in their classrooms. Another integral component of professional development at the school are the monthly Regional Coordinators Learning Community meetings. Teachers collect student's achievement data, conduct one-on-one meetings and review student academic work. Following the student-teacher meeting, the team discusses student learning based on student data and notes from the observation. Teachers are empowered to provide feedback to their colleagues in supporting students' academic success. These meetings allow CPA staff to notice instructional and cultural trends across the school and align professional development accordingly.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CPA strives to ensure all of our English Language Learners to advance each year in their language development and be redesignated. Based on the student's Home Language Survey, all students designated as potential English Learners will take the English Language Proficiency Assessment for California (ELPAC). CPA will purchase instructional materials that will support access to grade-level content for ELs in correlation with the California ELD standards. In addition, will also provide professional development for teachers in English Language Development and monitoring student progress. Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The instructional programs were chosen because of their basis on scientifically based research and effectiveness with English Learners. The school will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Students' language proficiency levels as determined by the ELPAC will be closely monitored to ensure our students are advancing to higher levels of English Language proficiency.

Student mastery of the grade level content standards will be measured through standards-based assessments, as well as the SBAC, the STAR360 assessment, and other summative assessments. In addition, teachers will keep anecdotal records of their students' progress. Assessment results will be disaggregated by English language proficiency levels for further analysis. Additionally, the academic progress of reclassified students will be monitored for four years after reclassification. ELs and RFEP students not making adequate academic progress will be provided with appropriate interventions. ELs at risk of retention will receive additional intervention services.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not receive Title IV funds.



**Resolution of Cabrillo Point Academy Board of Directors
2023-05**

REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Cabrillo Point Academy;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Cabrillo Point Academy has determined to spend the monies received from the Education Protection Act as attached.

SECRETARY'S CERTIFICATE

I, Joel Garcia, Secretary of the Board of Directors of Cabrillo Point Academy a California nonprofit public benefit corporation, County of San Diego, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Cabrillo Point Academy, which was duly and regularly held on June 30, 2023, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

Secretary of the Board of Directors of
Cabrillo Point Academy

Cabrillo Point Academy
Budgeted expenditures through: June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	852,384.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		852,384.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	608,763.31
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	243,620.69
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
	7100-7299	
Other Outgo (excluding Direct Support/Indirect Costs)	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		852,384.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00



Cabrillo Point Academy

Budget Presentation – FY 2023-24

Cabrillo Point– Highlights

Highlights

- Budget balance with \$3.9M surplus (7.1% of expense)
- (Super) COLA projected for LCFF and other programs

Grade level	2023-24	2024-25	2025-26
COLA	8.22%	3.94%	3.29%
Total Enrollment	4,351	4,351	4,351
Total ADA	4,261.92	4,261.92	4,261.92
Total Base Target	\$ 43,959,692	\$ 45,691,890	\$ 47,194,180
Total Target Base Plus Add-Ons	\$ 46,129,108	\$ 47,945,932	\$ 49,521,451
Average Base per ADA	\$ 10,824	\$ 11,250	\$ 11,620
Supplemental Grant			
School Supplement Per Pupil (20%)	\$ 750	\$ 783	\$ 809
Total Supplemental Grant	\$ 3,196,747	\$ 3,337,037	\$ 3,446,693
Total LCFF	\$ 49,793,144	\$ 51,768,669	\$ 53,469,824
Total Funding per ADA	\$ 11,683	\$ 12,147	\$ 12,546

Enrollment & Per Pupil Data	
	<u>Budget</u>
Average Enrollment	4351
ADA	4262
Attendance Rate	98.0%
Unduplicated %	34.7%
Revenue per ADA	\$13,750
Expenses per ADA	\$12,842

Compliance

- SB740 Requirements:

Cert.	Instr.
52.8%	82.1%
7,472,785	1,208,630

Must exceed
40% / 80%

Pupil:Teacher Ratio
22.20 :1

Must be equal to or less than
25:1

Cabrillo Point – Revenue & Expense

Revenue

State Aid-Rev Limit
Federal Revenue
Other State Revenue
Other Local Revenue

Total Revenue

Annual/Full Year	
Budget	
\$	49,793,145
	3,540,349
	5,267,860
	-
\$	58,601,354

Expenses

Certificated Salaries
Classified Salaries
Benefits
Books and Supplies
Subagreement Services
Operations
Facilities
Professional Services
Depreciation
Interest

Total Expenses

Annual/Full Year	
Budget	
\$	20,929,019
	4,219,451
	8,760,329
	9,011,365
	8,741,798
	677,400
	234,200
	2,150,547
	9,500
	-
\$	54,733,608

One-time Funds:

- ESSER III (expires 9/30/24): **\$2.2M**
 - \$1.5M spent in FY23
 - \$865K in ELOG and ESSER II spent in FY23
- UPK (expires 6/30/24): **\$150K**

- Salaries & Benefits: **+8.5%**
 - 10 added staff positions plus raises (Step Increase + 4%)
 - No retention stipends
- Student Funds Participation Rate Increase (to 85% from 80%): **+\$798K**
- All other expenses projected in-line with last year's plus COLA

Cabrillo Point–Fund & Cash Balance

Total Surplus(Deficit)

Annual/Full Year	
Budget	
Total Surplus(Deficit)	\$ 3,867,746
Beginning Fund Balance	17,456,974
Ending Fund Balance	<u>\$ 21,324,720</u>
As a % of Annual Expenses	39.0%

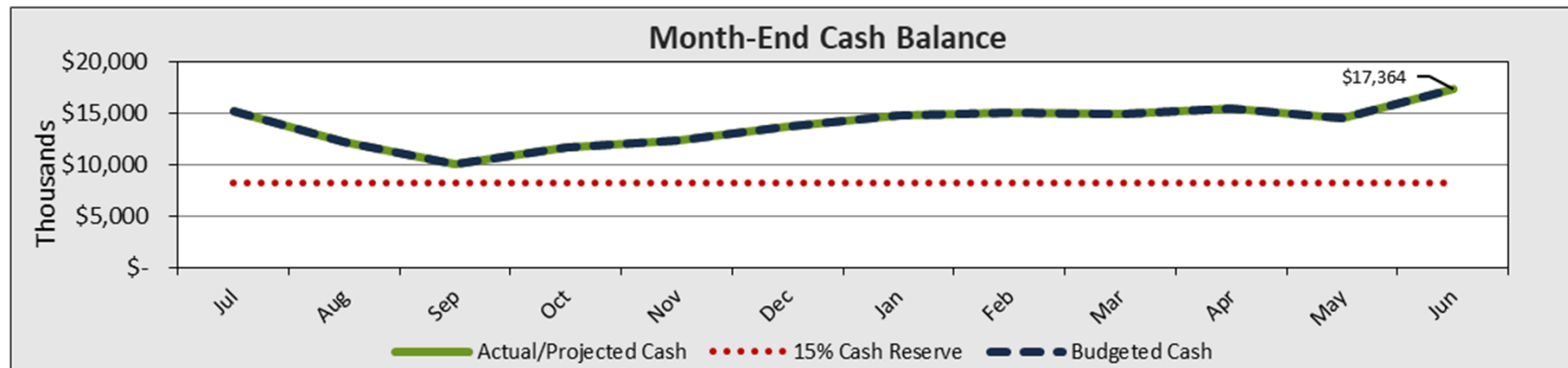
Beginning Fund Balance

Ending Fund Balance

As a % of Annual Expenses

- Fund balance and surplus within state and authorizer requirements

- Fund balance subject to change in anticipation of the June 2023 financial close



- Strong cash balance for each monthly close
- No factoring built into current budget
- Low point in September, which is typical based on revenue schedule

Cabrillo Point – Three Year Forecast



- Next year's budgeted revenue is an increase from current year and increases for all 3-years
- Next year's salaries & benefits increase is driven by added positions and raises
- Student Funds increases by +8% in coming year
- All other expenses increase by COLA year-over-year
- Positive surplus and cash balances all three years

	2023-24	2024-25	2025-26
	Budget	Forecast	Forecast
Assumptions			
LCFF COLA	8.22%	3.94%	3.29%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	4,348.90	4,348.90	4,348.90
Average Daily Attendance	4,261.92	4,261.92	4,261.92
Total Revenue	\$ 58,601,354	\$ 60,083,870	\$ 61,426,887
Total Expenses	\$ 54,733,608	\$ 56,167,644	\$ 57,294,073
Surplus (Deficit)	\$ 3,867,747	\$ 3,916,226	\$ 4,132,814
Fund Balance, Beginning of Year	\$ 17,456,974	\$ 21,324,721	\$ 25,240,947
Fund Balance, End of Year	\$ 21,324,721	\$ 25,240,947	\$ 29,373,761
	39.0%	44.9%	51.3%
Cash Flow Adjustments			
Total Change in Cash	(2,655,448)	3,975,837	4,024,267
Cash, Beginning of Year	20,019,300	17,363,852	21,339,689
Cash, End of Year	\$ 17,363,852	\$ 21,339,689	\$ 25,363,955

California State Budget

- LCFF COLA nearly assured with Governor and Legislature aligned at 8.22%
- CARES Act funding elimination (\$7.4M) largely offset by discretionary block grants expiring in 2026 and 2028
 - Learning Recovery: \$3.3M
 - Arts Music & Instructional Materials: \$2.7M
 - Educator Effectiveness Block Grant: \$593K

Cabrillo Point – Appendix

- FY24 Budget Submission Form
- Monthly Cash Flow / Forecast 23-24

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

CHARTER SCHOOL CERTIFICATION

Charter School Name:	Cabrillo Point Academy
(name continued)	
CDS #:	37680490132506
Charter Approving Entity:	Dehesa Elementary
County:	San Diego
Charter #:	1748
Fiscal Year:	2023/24

(x) To the entity that approved the charter school:
2023/24 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Charter School Official (Original signature required)	Date: _____
Print Name: _____	Title: _____

(x) To the County Superintendent of Schools:
2023/24 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Authorized Representative of Charter Approving Entity (Original signature required)	Date: _____
Print Name: <u>Jenna Lorge</u>	Title: <u>Executive Director</u>

For additional information on the BUDGET, please contact:

For Approving Entity:

Bradley Johnson
Name
Chief Business Officer
Title
619-444-2161
Telephone
bradley.johnson@dehesasd.net
E-mail address

For Charter School:

Kate Eng
Name
Charter Impact
Title
888-474-0322
Telephone
keng@charterimpact.com
E-mail address

() 2023/24 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ District Advisor	Date: _____
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**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Cabrillo Point Academy
 (name continued) _____
CDS #: 37680490132506
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 1748
Budgeting Period: 2023/24

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	44,164,999.60	47,928,453.30		47,928,453.30
Education Protection Account State Aid - Current Year	8012	852,738.00	852,384.00		852,384.00
State Aid - Prior Years	8019	0.00	0.00		0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	998,428.53	1,012,308.00		1,012,308.00
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		46,016,166.13	49,793,145.30	0.00	49,793,145.30
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	598,252.00		750,805.00	750,805.00
Special Education - Federal	8181, 8182	514,307.40		532,740.00	532,740.00
Child Nutrition - Federal	8220	0.00		0.00	0.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	2,442,852.49		2,256,803.50	2,256,803.50
Total, Federal Revenues		3,555,411.89	0.00	3,540,348.50	3,540,348.50
3. Other State Revenues					
Special Education - State	StateRevSE	3,373,858.10		3,782,027.81	3,782,027.81
All Other State Revenues	StateRevAO	1,910,351.82	911,920.62	573,912.01	1,485,832.63
Total, Other State Revenues		5,284,209.92	911,920.62	4,355,939.82	5,267,860.44
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	86,283.02			0.00
Total, Local Revenues		86,283.02	0.00	0.00	0.00
5. TOTAL REVENUES		54,942,070.96	50,705,065.92	7,896,288.32	58,601,354.24
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	15,739,588.71	12,761,815.47	3,673,257.75	16,435,073.22
Certificated Pupil Support Salaries	1200	1,337,569.76	602,352.46	1,379,552.00	1,981,904.46
Certificated Supervisors' and Administrators' Salaries	1300	1,906,610.54	1,385,694.46	455,618.00	1,841,312.46
Other Certificated Salaries	1900	1,210,964.58	64,896.75	605,832.00	670,728.75
Total, Certificated Salaries		20,194,733.59	14,814,759.14	6,114,259.75	20,929,018.89
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	435,698.46	346,928.33	129,211.00	476,139.33
Non-certificated Support Salaries	2200	937,574.31	934,815.07	213,976.64	1,148,791.71
Non-certificated Supervisors' and Administrators' Sal.	2300	697,673.78	654,960.49		654,960.49
Clerical and Office Salaries	2400	1,305,454.43	1,521,644.59		1,521,644.59
Other Non-certificated Salaries	2900	562,156.79	404,859.32	13,055.17	417,914.49
Total, Non-certificated Salaries		3,938,557.77	3,863,207.80	356,242.81	4,219,450.61

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Cabrillo Point Academy

(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102	3,447,478.74	2,854,153.08	1,205,670.73	4,059,823.81
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	547,450.12	525,596.28	105,398.22	630,994.50
Health and Welfare Benefits	3401-3402	2,612,424.78	2,531,162.53	622,630.46	3,153,792.99
Unemployment Insurance	3501-3502	130,682.85	140,472.30	38,843.69	179,315.99
Workers' Compensation Insurance	3601-3602	183,536.28	265,773.19	90,877.84	356,651.03
OPEB, Allocated	3701-3702	0.00	0.00		0.00
OPEB, Active Employees	3751-3752	0.00	0.00		0.00
Other Employee Benefits	3901-3902	206,344.82	(82,805.49)	462,556.03	379,750.54
Total, Employee Benefits		7,127,917.59	6,234,351.88	2,525,976.98	8,760,328.86
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	249,938.56	254,900.00		254,900.00
Books and Other Reference Materials	4200	0.00	0.00		0.00
Materials and Supplies	4300	4,815,130.57	4,877,693.79	360,816.01	5,238,509.80
Noncapitalized Equipment	4400	3,150,780.38	2,770,070.79	747,884.00	3,517,954.79
Food	4700		0.00		0.00
Total, Books and Supplies		8,215,849.51	7,902,664.58	1,108,700.01	9,011,364.59
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	8,054,440.63	6,093,497.97	2,648,300.00	8,741,797.97
Travel and Conferences	5200	94,546.21	96,400.00		96,400.00
Dues and Memberships	5300	19,789.84	20,200.00		20,200.00
Insurance	5400	482,526.17	492,200.00		492,200.00
Operations and Housekeeping Services	5500	14,901.37	15,200.00		15,200.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	229,548.54	234,200.00		234,200.00
Transfers of Direct Costs	5700-5799	0.00	4,935,191.23	(4,935,191.23)	0.00
Professional/Consulting Services & Operating Expend.	5800	2,089,318.05	2,072,546.60	78,000.00	2,150,546.60
Communications	5900	52,348.83	53,400.00		53,400.00
Total, Services and Other Operating Expenditures		11,037,419.64	14,012,835.80	(2,208,891.23)	11,803,944.57
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900	9,344.94	9,500.00		9,500.00
Total, Capital Outlay		9,344.94	9,500.00	0.00	9,500.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		50,523,823.04	46,837,319.20	7,896,288.32	54,733,607.52
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.					

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Cabrillo Point Academy

(name continued)

BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		4,418,247.92	3,867,746.72	0.00	3,867,746.72
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**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Cabrillo Point Academy
(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		4,418,247.92	3,867,746.72	0.00	3,867,746.72
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	9,117,810.51	13,536,061.28		13,536,061.28
b. Adjustments/Restatements to Beginning Balance	9793, 9795	2.85			0.00
c. Adjusted Beginning Balance		9,117,813.36	13,536,061.28	0.00	13,536,061.28
2. Ending Fund Balance, June 30 (E + F.1.c.)		13,536,061.28	17,403,808.00	0.00	17,403,808.00
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	1,515,714.69	1,642,008.23		1,642,008.23
Unassigned / Unappropriated Amount	9790	12,020,346.59	15,761,799.77	0.00	15,761,799.78

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Cabrillo Point Academy
 (name continued) _____
 CDS #: 37680490132506
 Charter Approving Entity: Dehesa Elementary
 County: San Diego
 Charter #: 1748
 Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	47,928,453.30	0.00	47,928,453.30	49,903,976.70	51,605,131.62
Education Protection Account State Aid - Current Year	8012	852,384.00	0.00	852,384.00	852,384.00	852,384.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,012,308.00	0.00	1,012,308.00	1,012,308.00	1,012,308.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		49,793,145.30	0.00	49,793,145.30	51,768,668.70	53,469,823.62
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	750,805.00	750,805.00	750,805.00	750,805.00
Special Education - Federal	8181, 8182	0.00	532,740.00	532,740.00	532,740.00	532,740.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	2,256,803.50	2,256,803.50	0.00	0.00
Total, Federal Revenues		0.00	3,540,348.50	3,540,348.50	1,283,545.00	1,283,545.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	3,782,027.81	3,782,027.81	3,782,027.81	3,782,027.81
All Other State Revenues	StateRevAO	911,920.62	573,912.01	1,485,832.63	3,249,629.00	2,891,491.00
Total, Other State Revenues		911,920.62	4,355,939.82	5,267,860.44	7,031,656.81	6,673,518.81
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	0.00	0.00	0.00	0.00	0.00
Total, Local Revenues		0.00	0.00	0.00	0.00	0.00
5. TOTAL REVENUES						
		50,705,065.92	7,896,288.32	58,601,354.24	60,083,870.51	61,426,887.42
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	12,761,815.47	3,673,257.75	16,435,073.22	17,096,910.00	17,438,848.00
Certificated Pupil Support Salaries	1200	602,352.46	1,379,552.00	1,981,904.46	2,021,542.55	2,061,973.40
Certificated Supervisors' and Administrators' Salaries	1300	1,385,694.46	455,618.00	1,841,312.46	1,878,138.71	1,915,701.48
Other Certificated Salaries	1900	64,896.75	605,832.00	670,728.75	684,143.33	697,826.19
Total, Certificated Salaries		14,814,759.14	6,114,259.75	20,929,018.89	21,680,734.59	22,114,349.08
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	346,928.33	129,211.00	476,139.33	485,662.11	495,375.35
Non-certificated Support Salaries	2200	934,815.07	213,976.64	1,148,791.71	1,171,767.55	1,195,202.90
Non-certificated Supervisors' and Administrators' Sal.	2300	654,960.49	0.00	654,960.49	668,059.70	681,420.90
Clerical and Office Salaries	2400	1,521,644.59	0.00	1,521,644.59	1,552,077.48	1,583,119.03
Other Non-certificated Salaries	2900	404,859.32	13,055.17	417,914.49	426,272.78	434,798.23
Total, Non-certificated Salaries		3,863,207.80	356,242.81	4,219,450.61	4,303,839.62	4,389,916.41

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Cabrillo Point Academy
(name continued) _____

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	2,854,153.08	1,205,670.73	4,059,823.81	4,141,020.28	4,223,840.69
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	525,596.28	105,398.22	630,994.50	643,614.00	656,487.00
Health and Welfare Benefits	3401-3402	2,531,162.53	622,630.46	3,153,792.99	3,216,868.86	3,281,206.24
Unemployment Insurance	3501-3502	140,472.30	38,843.69	179,315.99	179,335.12	179,340.00
Workers' Compensation Insurance	3601-3602	265,773.19	90,877.84	356,651.03	363,784.04	371,059.72
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	(82,805.49)	462,556.03	379,750.54	387,345.57	395,092.48
Total, Employee Benefits		6,234,351.88	2,525,976.98	8,760,328.86	8,931,967.86	9,107,026.12
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	254,900.00	0.00	254,900.00	259,998.00	265,197.96
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	4,877,693.79	360,816.01	5,238,509.80	5,343,280.00	5,450,146.00
Noncapitalized Equipment	4400	2,770,070.79	747,884.00	3,517,954.79	3,588,313.88	3,660,080.16
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		7,902,664.58	1,108,700.01	9,011,364.59	9,191,591.88	9,375,424.12
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	6,093,497.97	2,648,300.00	8,741,797.97	8,916,633.93	9,094,966.61
Travel and Conferences	5200	96,400.00	0.00	96,400.00	98,328.00	100,294.56
Dues and Memberships	5300	20,200.00	0.00	20,200.00	20,604.00	21,016.08
Insurance	5400	492,200.00	0.00	492,200.00	502,044.00	512,084.88
Operations and Housekeeping Services	5500	15,200.00	0.00	15,200.00	15,504.00	15,814.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	234,200.00	0.00	234,200.00	238,884.00	243,661.68
Transfers of Direct Costs	5700-5799	4,935,191.23	(4,935,191.23)	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	2,072,546.60	78,000.00	2,150,546.60	2,203,354.14	2,254,079.03
Communications	5900	53,400.00	0.00	53,400.00	54,468.00	55,557.00
Total, Services and Other Operating Expenditures		14,012,835.80	(2,208,891.23)	11,803,944.57	12,049,820.06	12,297,473.84
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	9,500.00	0.00	9,500.00	9,690.00	9,883.80
Total, Capital Outlay		9,500.00	0.00	9,500.00	9,690.00	9,883.80
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		46,837,319.20	7,896,288.32	54,733,607.52	56,167,644.02	57,294,073.37
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,867,746.72	0.00	3,867,746.72	3,916,226.49	4,132,814.05

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Cabrillo Point Academy
(name continued) _____

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		3,867,746.72	0.00	3,867,746.72	3,916,226.49	4,132,814.05
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	13,536,061.28	0.00	13,536,061.28	17,403,808.00	21,320,034.49
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		13,536,061.28	0.00	13,536,061.28	17,403,808.00	21,320,034.49
2. Ending Fund Balance, June 30 (E + F.1.c.)		17,403,808.00	0.00	17,403,808.00	21,320,034.49	25,452,848.54
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	1,642,008.23	0.00	1,642,008.23	1,685,029.32	1,718,822.20
Undesignated / Unappropriated Amount	9790	15,761,799.77	0.00	15,761,799.78	19,635,005.17	23,734,026.34

FY23-24 CPA Budget

Monthly Cash Flow/Budget FY23-24

Revised 5/30/23

ADA = 4261.92



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 4261.92	
8011 LCFF State Aid	-	2,396,423	2,396,423	4,313,561	4,313,561	4,313,561	4,313,561	4,313,561	4,313,561	4,313,561	4,313,561	4,313,561	4,313,562	47,928,453	47,928,453	-
8012 Education Protection Account	-	-	213,096	-	-	213,096	-	-	213,096	-	-	-	213,096	852,384	852,384	-
8096 In Lieu of Property Taxes	-	60,738	121,477	80,985	80,985	80,985	80,985	80,985	141,723	70,862	70,862	70,862	70,862	1,012,308	1,012,308	-
	-	2,457,161	2,730,996	4,394,545	4,394,545	4,607,641	4,394,545	4,394,545	4,668,380	4,384,422	4,384,422	4,384,422	4,597,519	49,793,145	49,793,145	-
Federal Revenue																
8181 Special Education - Entitlement	-	26,637	26,637	47,947	47,947	47,947	47,947	47,947	47,947	47,947	47,947	47,947	47,947	532,740	532,740	-
8290 Title I, Part A - Basic Low Income	-	-	156,827	-	-	470,480	-	-	-	-	-	-	-	627,306	627,306	-
8291 Title II, Part A - Teacher Quality	-	-	26,751	-	-	80,252	-	-	-	-	-	-	-	107,002	107,002	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	16,497	-	16,497	16,497	-
8296 Other Federal Revenue	-	-	-	564,201	-	-	564,201	-	-	564,201	-	-	564,201	2,256,804	2,256,804	-
	-	26,637	210,214	612,147	47,947	598,678	612,147	47,947	47,947	612,147	47,947	64,444	612,147	3,540,349	3,540,349	-
Other State Revenue																
8311 State Special Education	-	189,101	189,101	340,383	340,383	340,383	340,383	340,383	340,383	340,383	340,383	340,383	340,383	3,782,028	3,782,028	-
8550 Mandated Cost	-	-	-	-	-	103,861	-	-	-	-	-	-	-	103,861	103,861	-
8560 State Lottery	-	-	-	-	-	-	252,519	-	-	252,519	-	-	505,038	1,010,075	1,010,075	-
8599 Other State Revenue	-	10,655	10,655	58,879	19,179	19,179	58,879	19,179	19,179	58,879	19,179	19,179	58,879	371,897	371,897	-
	-	199,756	199,756	399,261	359,561	463,422	651,780	359,561	359,561	651,780	359,561	359,561	904,299	5,267,860	5,267,860	-
Other Local Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	2,683,554	3,140,966	5,405,954	4,802,053	5,669,741	5,658,473	4,802,053	5,075,888	5,648,350	4,791,930	4,808,427	6,113,966	58,601,354	58,601,354	-
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	1,264,155	1,264,155	1,264,155	1,264,155	1,264,155	1,264,155	1,264,155	1,264,155	1,264,155	1,264,155	1,264,155	-	-	13,905,709	13,905,709	-
1175 Teachers' Extra Duty/Stipends	225,558	225,558	225,558	225,558	225,558	225,558	225,558	225,558	225,558	225,558	225,558	48,226	-	2,529,364	2,529,364	-
1200 Pupil Support Salaries	180,173	180,173	180,173	180,173	180,173	180,173	180,173	180,173	180,173	180,173	180,173	-	-	1,981,904	1,981,904	-
1300 Administrators' Salaries	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	153,443	-	1,841,312	1,841,312	-
1900 Other Certificated Salaries	55,894	55,894	55,894	55,894	55,894	55,894	55,894	55,894	55,894	55,894	55,894	-	-	670,729	670,729	-
	1,879,223	1,879,223	1,879,223	1,879,223	1,879,223	1,879,223	1,879,223	1,879,223	1,879,223	1,879,223	1,879,223	257,563	-	20,929,019	20,929,019	-
Classified Salaries																
2100 Instructional Salaries	39,678	39,678	39,678	39,678	39,678	39,678	39,678	39,678	39,678	39,678	39,678	39,678	-	476,139	476,139	-
2200 Support Salaries	95,733	95,733	95,733	95,733	95,733	95,733	95,733	95,733	95,733	95,733	95,733	95,733	-	1,148,792	1,148,792	-
2300 Classified Administrators' Salaries	54,580	54,580	54,580	54,580	54,580	54,580	54,580	54,580	54,580	54,580	54,580	54,580	-	654,960	654,960	-
2400 Clerical and Office Staff Salaries	126,804	126,804	126,804	126,804	126,804	126,804	126,804	126,804	126,804	126,804	126,804	126,804	-	1,521,645	1,521,645	-
2900 Other Classified Salaries	34,826	34,826	34,826	34,826	34,826	34,826	34,826	34,826	34,826	34,826	34,826	34,826	-	417,914	417,914	-
	351,621	351,621	351,621	351,621	351,621	351,621	351,621	351,621	351,621	351,621	351,621	351,621	-	4,219,451	4,219,451	-
Benefits																
3101 STRS	364,533	364,533	364,533	364,533	364,533	364,533	364,533	364,533	364,533	364,533	364,533	49,962	-	4,059,824	4,059,824	-
3301 OASDI	21,800	21,800	21,800	21,800	21,800	21,800	21,800	21,800	21,800	21,800	21,800	21,800	-	261,606	261,606	-
3311 Medicare	32,767	32,767	32,767	32,767	32,767	32,767	32,767	32,767	32,767	32,767	32,767	8,948	-	369,389	369,389	-
3401 Health and Welfare	262,816	262,816	262,816	262,816	262,816	262,816	262,816	262,816	262,816	262,816	262,816	262,816	-	3,153,793	3,153,793	-
3501 State Unemployment	8,966	8,966	8,966	8,966	8,966	8,966	44,829	35,863	17,932	8,966	8,966	8,966	-	179,316	179,316	-
3601 Workers' Compensation	31,637	31,637	31,637	31,637	31,637	31,637	31,637	31,637	31,637	31,637	31,637	8,639	-	356,651	356,651	-
3901 Other Benefits	33,687	33,687	33,687	33,687	33,687	33,687	33,687	33,687	33,687	33,687	33,687	9,199	-	379,751	379,751	-
	756,207	756,207	756,207	756,207	756,207	756,207	792,070	783,104	765,172	756,207	756,207	370,331	-	8,760,329	8,760,329	-
Books and Supplies																
4100 Textbooks and Core Materials	21,242	21,242	21,242	21,242	21,242	21,242	21,242	21,242	21,242	21,242	21,242	21,242	-	254,900	254,900	-
4302 School Supplies	97,188	580,936	475,305	225,199	123,382	200,310	293,441	254,236	448,961	401,861	634,620	76,571	-	3,812,010	3,812,010	-
4305 Software	108,017	108,017	108,017	108,017	108,017	108,017	108,017	108,017	108,017	108,017	108,017	108,017	-	1,296,200	1,296,200	-
4310 Office Expense	10,458	10,458	10,458	10,458	10,458	10,458	10,458	10,458	10,458	10,458	10,458	10,458	-	125,500	125,500	-
4311 Business Meals	400	400	400	400	400	400	400	400	400	400	400	400	-	4,800	4,800	-
4400 Noncapitalized Equipment	89,691	536,123	438,640	207,827	113,864	184,858	270,805	234,624	414,329	370,862	585,666	70,665	-	3,517,955	3,517,955	-
	326,996	1,257,176	1,054,061	573,143	377,363	525,284	704,362	628,977	1,003,407	912,840	1,360,402	287,353	-	9,011,365	9,011,365	-

FY23-24 CPA Budget

Monthly Cash Flow/Budget FY23-24

Revised 5/30/23

ADA = 4261.92



		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5101	Nursing	25	25	25	25	25	25	25	25	25	25	25	25	-	300	300	-
5102	Special Education	220,692	220,692	220,692	220,692	220,692	220,692	220,692	220,692	220,692	220,692	220,692	220,692	-	2,648,300	2,648,300	-
5104	Transportation	42	42	42	42	42	42	42	42	42	42	42	42	-	500	500	-
5105	Security	575	575	575	575	575	575	575	575	575	575	575	575	-	6,900	6,900	-
5106	Other Educational Consultants	155,159	927,453	758,814	359,526	196,977	319,790	468,472	405,883	716,758	641,563	1,013,158	122,245	-	6,085,798	6,085,798	-
		376,492	1,148,786	980,148	580,859	418,310	541,124	689,805	627,216	938,091	862,897	1,234,491	343,578	-	8,741,798	8,741,798	-
Operations and Housekeeping																	
5201	Auto and Travel	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	-	96,400	96,400	-
5300	Dues & Memberships	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	-	20,200	20,200	-
5400	Insurance	41,017	41,017	41,017	41,017	41,017	41,017	41,017	41,017	41,017	41,017	41,017	41,017	-	492,200	492,200	-
5501	Utilities	925	925	925	925	925	925	925	925	925	925	925	925	-	11,100	11,100	-
5516	Miscellaneous Expense	342	342	342	342	342	342	342	342	342	342	342	342	-	4,100	4,100	-
5900	Communications	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	-	27,500	27,500	-
5901	Postage and Shipping	2,158	2,158	2,158	2,158	2,158	2,158	2,158	2,158	2,158	2,158	2,158	2,158	-	25,900	25,900	-
		56,450	56,450	56,450	56,450	56,450	56,450	56,450	56,450	56,450	56,450	56,450	56,450	-	677,400	677,400	-
Facilities, Repairs and Other Leases																	
5601	Rent	17,033	17,033	17,033	17,033	17,033	17,033	17,033	17,033	17,033	17,033	17,033	17,033	-	204,400	204,400	-
5603	Equipment Leases	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5604	Other Leases	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	-	29,400	29,400	-
5610	Repairs and Maintenance	25	25	25	25	25	25	25	25	25	25	25	25	-	300	300	-
		19,517	19,517	19,517	19,517	19,517	19,517	19,517	19,517	19,517	19,517	19,517	19,517	-	234,200	234,200	-
Professional/Consulting Services																	
5801	IT	33	33	33	33	33	33	33	33	33	33	33	33	-	400	400	-
5802	Audit & Taxes	-	-	-	3,671	3,671	3,671	-	-	-	-	-	-	-	11,014	11,014	-
5803	Legal	24,050	24,050	24,050	24,050	24,050	24,050	24,050	24,050	24,050	24,050	24,050	24,050	-	288,600	288,600	-
5804	Professional Development	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	-	78,000	78,000	-
5805	General Consulting	858	858	858	858	858	858	858	858	858	858	858	858	-	10,300	10,300	-
5806	Special Activities/Field Trips	3,839	22,947	18,775	8,896	4,874	7,912	11,591	10,043	17,734	15,874	25,068	3,025	-	150,577	150,577	-
5807	Bank Charges	575	575	575	575	575	575	575	575	575	575	575	575	-	6,900	6,900	-
5808	Printing	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200	1,200	-
5809	Other taxes and fees	2,458	2,458	2,458	2,458	2,458	2,458	2,458	2,458	2,458	2,458	2,458	2,458	-	29,500	29,500	-
5810	Payroll Service Fee	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	-	49,500	49,500	-
5811	Management Fee	85,460	85,460	85,460	85,460	85,460	85,460	85,460	85,460	85,460	85,460	85,460	85,460	-	1,025,524	1,025,524	-
5812	District Oversight Fee	-	24,572	27,310	43,945	43,945	46,076	43,945	43,945	46,684	43,844	43,844	43,844	45,975	497,931	497,931	-
5813	County Fees	-	-	-	275	-	-	275	-	-	275	-	-	275	1,100	1,100	-
		127,999	171,679	170,245	180,948	176,651	181,820	179,972	178,148	188,578	184,153	193,073	171,029	46,250	2,150,547	2,150,547	-
Depreciation																	
6900	Depreciation Expense	792	792	792	792	792	792	792	792	792	792	792	792	-	9,500	9,500	-
		792	792	792	792	792	792	792	792	792	792	792	792	-	9,500	9,500	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		3,895,296	5,641,451	5,268,263	4,398,759	4,036,133	4,312,037	4,673,812	4,525,048	5,202,852	5,023,699	5,851,774	1,858,233	46,250	54,733,608	54,733,608	-
Monthly Surplus (Deficit)		(3,895,296)	(2,957,897)	(2,127,297)	1,007,195	765,920	1,357,703	984,661	277,005	(126,964)	624,651	(1,059,844)	2,950,194	6,067,715	3,867,747	3,867,747	-

FY23-24 CPA Budget
Monthly Cash Flow/Budget FY23-24
Revised 5/30/23



ADA = 4261.92

Cash Flow Adjustments

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals
Monthly Surplus (Deficit)	(3,895,296)	(2,957,897)	(2,127,297)	1,007,195	765,920	1,357,703	984,661	277,005	(126,964)	624,651	(1,059,844)	2,950,194	6,067,715
Cash flows from operating activities													
Depreciation/Amortization	792	792	792	792	792	792	792	792	792	792	792	792	-
Public Funding Receivables	462,593	-	-	577,206	-	-	(2,940)	-	-	-	-	-	(6,113,966)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(1,501,838)	-	-	-	-	-	-	-	-	-	-	-	46,250
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities													
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities													
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(4,933,750)	(2,957,105)	(2,126,506)	1,585,193	766,711	1,358,495	982,513	277,797	(126,173)	625,443	(1,059,053)	2,950,986	
Cash, Beginning of Month	20,019,300	15,085,550	12,128,445	10,001,939	11,587,133	12,353,844	13,712,339	14,694,852	14,972,649	14,846,476	15,471,919	14,412,866	
Cash, End of Month	15,085,550	12,128,445	10,001,939	11,587,133	12,353,844	13,712,339	14,694,852	14,972,649	14,846,476	15,471,919	14,412,866	17,363,852	

6.6%

3,867,747

9,500

(5,077,107)

(1,455,587)

Original Budget Total	Favorable / (Unfav.)

Cert.	Instr.
52.8%	82.1%
7,472,785	1,208,630

Pupil:Teacher Ratio
22.20 :1

Cabrillo Point Academy

Monthly Financial Presentation – May 2023

Highlights

- P2 ADA is locked at 4,262
- Revenue increased by \$12K
- Expenses increased by \$550K
- YE surplus projected at \$2.7M

Compliance and Reporting

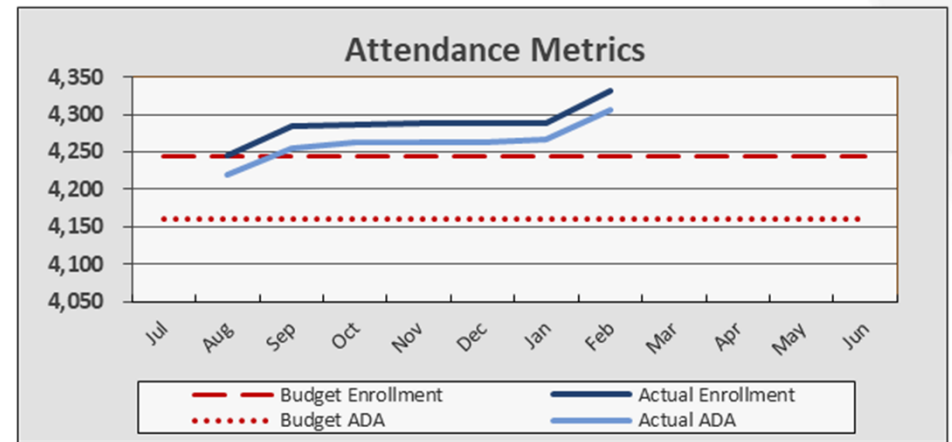
- 25:1 PTR is within compliance
- 40/80 within compliance

Pupil:Teacher Ratio	
20.79	:1

Cert.	Instr.
53.4%	83.2%
7,373,800	1,761,731

Attendance

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	4,287	4,287	4,245
ADA	4,262	4,262	4,160
Attendance Rate	99.4%	99.4%	98.0%
Unduplicated %	34.6%	34.6%	34.3%
Revenue per ADA		\$12,816	\$11,976
Expenses per ADA		\$12,185	\$11,452



- P2 ADA locked at 4,262
- ADA +2.4% to original budget

Revenue

- Revenue flat to prior projection (+\$12K) :
 - FY20-21 ELPAC Funding: +\$12K

Revenue

Year-to-Date				
Actual		Budget		Fav/(Unf)
\$	41,503,543	\$	38,168,345	\$ 3,335,197
	1,934,462		2,422,547	(488,085)
	4,719,512		3,501,138	1,218,374
	128,438		-	128,438
\$	48,285,955	\$	44,092,030	\$ 4,193,925

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 45,967,622	\$ 42,188,823	\$ 3,778,799
3,555,198	2,952,382	602,817
5,294,730	4,681,620	613,110
128,438	-	128,438
\$ 54,945,988	\$ 49,822,825	\$ 5,123,164

Expenses

- Expenses increased **\$550K** to prior forecast to meet spending requirements:
 - Retention Stipends: **+\$300K**
 - Student funds shifted from Non-capitalized Equipment to Educational Consultants: **+\$175K** overall
 - Prof. Development and SPED Consulting: **+\$20K**

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 18,245,715	\$ 16,866,393	\$ (1,379,323)	\$ 21,221,203	\$ 18,532,354	\$ (2,688,849)
Classified Salaries	3,438,902	3,263,496	(175,406)	3,955,863	3,560,178	(395,685)
Benefits	6,488,758	6,788,747	299,989	7,117,676	7,431,370	313,694
Books and Supplies	6,363,467	7,069,071	705,604	6,840,126	7,307,514	467,388
Subagreement Services	9,369,805	7,761,079	(1,608,726)	9,854,297	8,143,730	(1,710,566)
Operations	606,394	483,267	(123,127)	663,873	527,200	(136,673)
Facilities	228,888	169,082	(59,806)	245,476	184,453	(61,023)
Professional Services	2,019,228	1,771,033	(248,195)	2,333,217	1,933,639	(399,578)
Depreciation	7,202	17,810	10,608	8,154	19,429	11,274
Total Expenses	\$ 46,768,359	\$ 44,189,977	\$ (2,578,382)	\$ 52,239,884	\$ 47,639,868	\$ (4,600,017)

Fund Balance

- Year-end surplus forecasted at **5.2%** of total expenses
- Projected end of year fund balance exceeds State requirements of **5%**

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

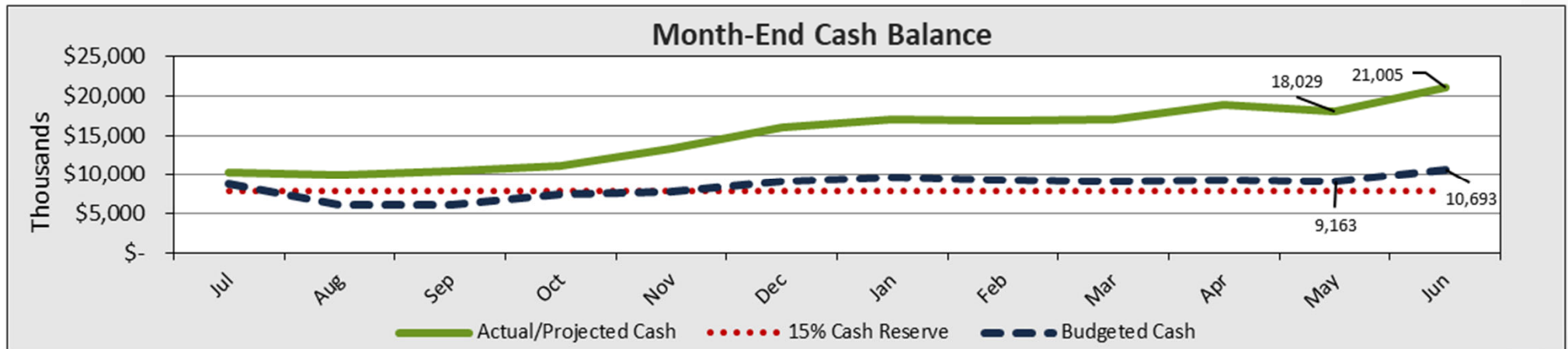
As a % of Annual Expenses

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
\$ 1,517,595	\$ (97,947)	\$ 1,615,543
<u>9,117,813</u>	<u>9,117,813</u>	
<u>\$ 10,635,409</u>	<u>\$ 9,019,866</u>	
20.4%	18.9%	

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 2,706,104	\$ 2,182,957	\$ 523,147
<u>9,117,813</u>	<u>9,117,813</u>	
<u>\$ 11,823,918</u>	<u>\$ 11,300,770</u>	
22.6%	23.7%	

Cash Balance

- End of Year cash balance: **\$21.0M**
- No projected borrowing/factoring needed



Compliance

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	MVA: 6/8; PCA/CPA: 6/23	<p>Local Control and Accountability Plan - The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2023-2024 LCAP year must be posted as one document assembled in the following order:</p> <p>LCFF Budget Overview for Parents Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions</p> <p>The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.</p>	Schools with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Jun-25	<p>Certification of the 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.</p>	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	MVA: 6/8; PCA/CPA: 6/23	<p>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.</p> <p>The budget must be presented at the same public meeting as the LCAP, following the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.</p>	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar22district.asp
FINANCE	Jun-30	<p>Education Protection Account (EPA) spending plan - The governing board is required to approve a spending plan for EPA funds prior to recording allocable expenses for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year.</p>	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
DATA	Jun-30	<p>Principal Apportionment Data Collection - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. 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); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.</p>	Schools	No	Yes	https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	<p>English Language Proficiency Assessment - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.</p>	Schools	No	No	https://www.cde.ca.gov/sp/el/rd/
OPERATIONS	Jun-30	<p>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</p>	Schools with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp

Compliance (cont'd)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-30	Executive School Leadership Review Evaluation – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	Schools	Yes	No	<u>This is an IRS requirement for Executive Director positions.</u> <u>If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.</u>
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.	Schools	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp
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.	Schools	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp
FINANCE	Jun-30	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact with Schools support	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	Jul-14	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period April 1, 2023- June 30, 2023.	Charter Impact with Schools support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jul-14	Final Federal Expenditure and ERMHS Report (Special Education) - Financial reporting for year-end actuals are due for El Dorado Charter SELPA members.	Charter Impact	No	No	https://charterselpa.org/fiscal/
FINANCE	Jul-31	Federal Cash Management - Period 1 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
GOVERNANCE	Jul-31	Annual review of organization's Fiscal Policies - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with Schools support	Yes	No	
FINANCE	Due Date TBD	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with Schools support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp

Appendices

- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register (May)
- AP Aging

Cabrillo Point Academy

Monthly Cash Flow/Forecast FY22-23

Revised 6/16/2023

ADA = 4261.92



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																
8011 LCFF State Aid	2,127,460	2,127,460	3,829,428	3,829,428	3,829,428	3,829,428	3,829,428	4,113,561	4,113,561	4,113,561	4,113,561	4,117,162	183,588	44,157,054	40,370,484	3,786,569
8012 Education Protection Account	-	-	206,162	-	-	206,161	-	-	222,855	-	-	-	217,206	852,384	832,020	20,364
8019 State Aid - Prior Year	-	-	-	-	-	-	-	(7,966)	(7,966)	(7,966)	(7,966)	(7,966)	-	(39,830)	-	(39,830)
8096 In Lieu of Property Taxes	-	57,932	115,864	77,243	77,243	118,459	77,243	84,726	128,532	73,267	233,416	64,266	(110,176)	998,014	986,319	11,696
	2,127,460	2,185,392	4,151,454	3,906,671	3,906,671	4,154,048	3,906,671	4,190,321	4,456,982	4,178,862	4,339,011	4,173,462	290,617	45,967,622	42,188,823	3,778,799
Federal Revenue																
8311 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	102,437	411,657	514,094	499,212	14,882
8290 Title I, Part A - Basic Low Income	-	-	-	-	50,063	17,757	416,253	-	-	-	-	-	(687)	483,386	483,386	-
8291 Title II, Part A - Teacher Quality	-	-	-	-	19,630	-	(16,669)	87,335	-	-	-	-	7,839	98,135	98,135	-
8293 Title III - Limited English	-	-	-	-	379	-	2,561	2,940	-	5,879	-	16,731	(11,759)	16,731	16,731	-
8296 Other Federal Revenue	-	-	663	156,382	54,978	66,185	24	1,000,031	-	-	-	1,094,519	-	2,372,782	1,854,918	517,864
8299 Prior Year Federal Revenue	-	-	-	-	-	50,063	20,008	-	-	-	-	-	-	70,071	-	70,071
	-	-	663	156,382	125,049	134,005	422,178	90,275	1,000,031	5,879	-	1,213,686	407,050	3,555,198	2,952,382	602,817
Other State Revenue																
8311 State Special Education	160,500	160,500	288,900	293,765	304,036	293,765	293,765	353,977	353,977	353,434	353,434	312,938	(150,534)	3,372,457	3,254,862	117,595
8550 Mandated Cost	-	-	-	-	98,146	-	-	-	-	-	-	-	-	98,146	98,146	(0)
8560 State Lottery	-	-	-	-	-	-	304,091	-	394,300	-	-	245,755	71,938	1,016,084	948,503	67,582
8598 Prior Year Revenue	-	-	-	27,812	-	25,377	150,098	-	-	-	12,343	-	-	215,629	-	215,629
8599 Other State Revenue	-	20,616	37,137	30,124	30,257	26,311	27,395	26,576	162,531	61,033	75,312	95,121	-	592,413	380,109	212,304
	160,500	181,116	326,037	351,700	432,439	345,453	775,349	380,553	910,808	414,467	441,089	653,815	(78,596)	5,294,730	4,681,620	613,110
Other Local Revenue																
8660 Interest Revenue	1,494	1,289	-	3,017	-	2,349	3,526	-	9,256	2,261	-	-	-	23,192	-	23,192
8699 School Fundraising	-	3,352	4,350	1,388	8,399	1,641	3,851	4,940	11,370	236	-	-	-	39,527	-	39,527
8980 Contributions, Unrestricted	13,550	-	38,043	-	34	-	-	14,026	-	-	66	-	-	65,720	-	65,720
	15,044	4,640	42,393	4,405	8,433	3,990	7,377	18,966	20,626	2,497	66	-	-	128,438	-	128,438
Total Revenue	2,303,004	2,371,148	4,520,547	4,419,158	4,472,593	4,637,496	5,111,575	4,680,115	6,388,447	4,601,705	4,780,166	6,040,963	619,071	54,945,988	49,822,825	5,123,164
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	248,713	1,191,274	1,185,051	1,152,799	1,178,894	1,206,501	1,206,796	1,195,718	1,208,504	1,207,170	1,414,856	766,785	-	13,163,062	12,470,842	(692,219)
1175 Teachers' Extra Duty/Stipends	28,106	182,344	178,127	189,131	175,632	172,923	179,341	187,513	187,966	173,872	174,010	124,335	1,428,621	3,381,921	2,442,427	(939,494)
1200 Pupil Support Salaries	23,263	113,814	110,246	116,611	118,877	122,991	114,341	116,173	118,665	123,443	123,443	61,722	158,312	1,421,901	1,460,586	38,685
1300 Administrators' Salaries	145,189	149,664	148,981	156,853	148,317	149,718	158,818	154,618	159,518	154,718	154,718	154,718	171,004	2,006,835	1,660,875	(345,960)
1900 Other Certificated Salaries	24,120	100,369	112,280	107,175	105,727	113,008	113,958	114,568	114,588	114,188	117,512	58,756	51,235	1,247,484	497,624	(749,860)
	469,392	1,737,465	1,734,685	1,722,569	1,727,448	1,765,141	1,773,254	1,768,590	1,789,241	1,773,391	1,984,540	1,166,316	1,809,172	21,221,203	18,532,354	(2,688,849)
Classified Salaries																
2100 Instructional Salaries	30,064	34,678	31,901	30,523	31,896	36,327	36,329	30,022	38,905	43,353	28,935	14,467	44,550	431,951	390,500	(41,451)
2200 Support Salaries	73,913	66,227	68,428	65,293	68,323	77,309	77,833	72,990	78,240	68,259	71,047	35,524	99,000	922,387	952,866	30,479
2300 Classified Administrators'	57,181	57,181	57,098	51,232	51,268	53,318	59,518	59,550	59,550	59,550	59,550	59,550	24,750	709,296	590,778	(118,518)
2400 Clerical and Office Staff Salaries	83,201	93,598	93,604	106,859	97,067	111,070	111,430	104,781	121,258	114,856	116,230	58,115	118,800	1,330,869	1,283,914	(46,955)
2900 Other Classified Salaries	40,424	46,185	46,465	36,476	43,328	48,229	48,191	44,511	52,043	48,095	45,209	22,605	39,600	561,360	342,120	(219,240)
	284,784	297,869	297,497	290,382	291,882	326,252	333,301	311,853	349,996	334,113	320,971	190,261	326,700	3,955,863	3,560,178	(395,685)
Benefits																
3101 STRS	86,392	314,085	315,866	204,107	311,782	323,732	322,731	322,741	326,472	324,136	325,591	201,180	164,035	3,542,847	3,539,680	(3,167)
3301 OASDI	17,281	18,054	18,106	17,484	17,651	19,794	20,218	18,876	21,319	20,297	19,532	19,532	-	228,144	220,731	(7,413)
3311 Medicare	10,425	28,572	28,526	27,947	27,963	29,349	29,509	29,157	30,016	29,545	29,502	18,066	-	318,576	320,342	1,766
3401 Health and Welfare	222,778	222,676	219,960	225,903	216,765	215,652	214,782	216,091	196,391	216,946	205,758	205,758	-	2,579,459	2,650,500	71,041
3501 State Unemployment	533	4,988	1,866	233	403	23,400	20,801	1,110	500	375	276	8,718	-	63,200	141,610	78,410
3601 Workers' Compensation	11,630	13,845	33,456	13,845	13,845	13,845	13,845	13,845	13,845	13,844	11,630	11,630	-	179,105	309,295	130,190
3901 Other Benefits	-	-	-	206,345	-	-	-	-	-	-	-	-	-	206,345	249,212	42,868
	349,038	602,218	617,780	695,864	588,409	625,771	621,886	601,820	588,542	605,142	592,288	464,883	164,035	7,117,676	7,431,370	313,694

Cabrillo Point Academy

Monthly Cash Flow/Forecast FY22-23

Revised 6/16/2023

ADA = 4261.92



Books and Supplies

4100	Textbooks and Core Materials
4302	School Supplies
4305	Software
4310	Office Expense
4311	Business Meals
4400	Noncapitalized Equipment

Subagreement Services

5101	Nursing
5102	Special Education
5104	Transportation
5105	Security
5106	Other Educational Consultants

Operations and Housekeeping

5201	Auto and Travel
5300	Dues & Memberships
5400	Insurance
5501	Utilities
5516	Miscellaneous Expense
5900	Communications
5901	Postage and Shipping

Facilities, Repairs and Other Leases

5601	Rent
5602	Additional Rent
5603	Equipment Leases
5604	Other Leases
5610	Repairs and Maintenance

Professional/Consulting Services

5801	IT
5802	Audit & Taxes
5803	Legal
5804	Professional Development
5805	General Consulting
5806	Special Activities/Field Trips
5807	Bank Charges
5808	Printing
5809	Other taxes and fees
5810	Payroll Service Fee
5811	Management Fee
5812	District Oversight Fee
5813	County Fees

Depreciation

6900	Depreciation Expense
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Interest

Total Expenses

Monthly Surplus (Deficit)

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	31,265	82,981	39,285	19,212	2,746	8,566	8,134	1,285	6,724	5,800	3,586	11,550	-	221,133	92,100	(129,033)
4302 School Supplies	87,044	520,303	425,696	201,695	110,504	179,403	262,814	298,817	824,411	561,298	380,979	277,241	-	4,130,206	3,714,743	(415,463)
4305 Software	440,881	177,886	62,758	103,840	17,690	37,111	71,219	168,858	59,526	118,494	31,258	71,842	-	1,361,362	973,000	(388,362)
4310 Office Expense	5,229	33,734	6,227	8,775	4,008	1,374	2,880	1,558	1,471	4,843	5,305	12,650	-	88,053	126,600	38,547
4311 Business Meals	117	3,495	-	-	874	96	-	82	-	1,865	259	33	-	6,820	600	(6,220)
4400 Noncapitalized Equipment	-	331	1,843	38,021	8,247	2,280	49,125	4,352	230,161	486,498	108,352	103,343	-	1,032,551	2,400,471	1,367,920
	564,537	818,730	535,809	371,542	144,070	228,830	394,172	474,951	1,122,293	1,178,796	529,737	476,659	-	6,840,126	7,307,514	467,388
Subagreement Services																
5101 Nursing	-	-	-	188	-	63	-	63	-	-	-	-	-	313	600	288
5102 Special Education	132	120,025	77,977	176,437	351,358	170,683	240,350	317,971	212,934	229,662	302,321	291,755	-	2,491,605	3,248,600	756,995
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	92	-	92	1,100	1,008
5105 Security	-	176	1,536	(652)	279	624	704	489	1,041	-	337	825	-	5,358	8,200	2,842
5106 Other Educational Consultants	(7,322)	70,066	529,744	706,452	356,736	656,365	530,941	1,099,079	1,033,594	927,423	1,262,029	191,821	-	7,356,929	4,885,230	(2,471,699)
	(7,190)	190,267	609,258	882,425	708,373	827,734	771,996	1,417,602	1,247,568	1,157,085	1,564,686	484,492	-	9,854,297	8,143,730	(1,710,566)
Operations and Housekeeping																
5201 Auto and Travel	684	16,499	6,269	3,755	8,431	3,955	6,996	11,869	7,641	15,567	7,149	9,592	-	98,407	87,200	(11,207)
5300 Dues & Memberships	770	2,833	1,000	1,000	4,770	1,000	-	2,770	-	-	224	1,683	-	16,051	23,600	7,549
5400 Insurance	34,233	40,754	40,754	40,754	40,754	40,754	40,753	40,753	40,753	40,753	34,233	40,754	-	476,002	358,100	(117,902)
5501 Utilities	2,662	(3,814)	604	2,142	1,367	1,720	2,178	2,564	2,596	2,089	1,825	808	-	16,742	7,500	(9,242)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	800	-	800	9,400	8,600
5900 Communications	3,388	911	558	7,450	703	511	3,106	1,049	3,749	6,540	2,349	2,067	-	32,380	23,700	(8,680)
5901 Postage and Shipping	429	4,094	2,401	4,923	1,525	627	2,515	1,554	1,672	1,459	516	1,775	-	23,491	17,700	(5,791)
	42,165	61,276	51,587	60,023	57,551	48,568	55,547	60,560	56,411	66,409	46,296	57,479	-	663,873	527,200	(136,673)
Facilities, Repairs and Other Leases																
5601 Rent	51,944	(24,237)	46,838	13,978	13,978	13,978	13,978	14,103	14,103	21,565	14,213	14,213	-	208,652	174,253	(34,399)
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	200	200
5603 Equipment Leases	-	129	-	-	-	-	-	-	-	-	-	-	-	129	-	(129)
5604 Other Leases	3,060	2,328	2,328	2,265	2,615	2,340	2,265	2,265	2,903	8,677	1,700	2,325	-	35,069	9,900	(25,169)
5610 Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	1,575	50	-	1,625	100	(1,525)
	55,004	(21,780)	49,165	16,243	16,593	16,318	16,243	16,368	17,005	30,242	17,488	16,588	-	245,476	184,453	(61,023)
Professional/Consulting Services																
5801 IT	30	30	30	30	30	30	30	146	335	11,040	113	30	-	11,875	150,200	138,325
5802 Audit & Taxes	-	-	-	3,900	-	-	-	1,950	-	-	2,350	-	-	8,200	8,600	400
5803 Legal	-	32,309	19,026	18,829	43,889	22,530	15,420	14,089	22,842	11,505	20,324	26,167	-	246,930	252,600	5,670
5804 Professional Development	8,322	13,040	594	3,675	278	8,333	20,500	16,405	20,319	21,669	20,046	4,342	-	137,524	64,300	(73,224)
5805 General Consulting	213	426	497	284	-	2,034	284	3,009	460	1,778	13,785	1,275	-	24,046	25,500	1,455
5806 Special Activities/Field Trips	3,814	6,502	17,658	30,270	11,687	9,697	29,458	17,312	76,262	50,516	24,663	44,832	-	322,672	52,451	(270,221)
5807 Bank Charges	-	-	-	-	-	-	-	-	-	-	-	1,350	-	1,350	25,700	24,350
5808 Printing	106	216	5	52	-	-	255	-	339	-	-	100	-	1,073	-	(1,073)
5809 Other taxes and fees	93	2,081	3	7,645	81	74	1,362	2,142	7,082	1,102	11	3,517	-	25,192	25,300	108
5810 Payroll Service Fee	4,046	4,046	4,046	4,046	4,046	4,046	4,046	4,046	15,436	4,046	4,046	4,046	-	59,942	33,300	(26,642)
5811 Management Fee	72,658	72,658	77,130	77,280	77,130	79,147	79,147	79,147	79,147	79,297	79,147	80,130	102,195	1,034,213	871,899	(162,313)
5812 District Oversight Fee	21,275	21,854	40,356	39,067	39,067	41,540	39,067	41,983	44,649	41,868	43,470	41,735	3,746	459,676	421,888	(37,788)
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	525	525	1,900	1,375
	110,557	153,162	159,345	185,077	176,208	167,432	189,569	180,230	266,872	222,822	207,956	207,523	106,466	2,333,217	1,933,639	(399,578)
Depreciation																
6900 Depreciation Expense	655	655	655	655	655	655	655	655	655	655	655	952	-	8,154	19,429	11,274
	655	655	655	655	655	655	655	655	655	655	655	952	-	8,154	19,429	11,274
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,868,941	3,839,861	4,055,781	4,224,781	3,711,188	4,006,700	4,156,622	4,832,629	5,438,584	5,368,655	5,264,617	3,065,152	2,406,373	52,239,884	47,639,868	(4,600,017)
Monthly Surplus (Deficit)	434,063	(1,468,713)	464,766	194,377	761,405	630,795	954,954	(152,514)	949,863	(766,950)	(484,451)	2,975,810	(1,787,302)	2,706,104	2,182,957	523,147

Cabrillo Point Academy
Monthly Cash Flow/Forecast FY22-23

Revised 6/16/2023
ADA = 4261.92



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	434,063	(1,468,713)	464,766	194,377	761,405	630,795	954,954	(152,514)	949,863	(766,950)	(484,451)	2,975,810	(1,787,302)	2,706,104		
Cash flows from operating activities																
Depreciation/Amortization	655	655	655	655	655	655	655	655	655	655	655	952	-	8,154		
Public Funding Receivables	40,388	(57,932)	337,230	318,905	222,581	262,096	(77,243)	(237,158)	(498,451)	758,438	(62,184)	-	(619,071)	387,599		
Grants and Contributions Rec.	19,766	-	-	1,455	2,247	(3,702)	-	-	-	-	-	-	-	19,766		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	464,728	21,937	(136,589)	216,536	(191,849)	161,390	1,199	(4,775)	(35,372)	36,053	(185,142)	-	-	348,115		
Other Assets	-	-	-	-	-	-	-	(8,154)	-	-	-	-	-	(8,154)		
Accounts Payable	(369,979)	91,265	(61,738)	11,206	(191,127)	148,696	259,492	124,331	14,163	(14,814)	(15,955)	-	2,406,373	2,401,913		
Accrued Expenses	(27,213)	1,056,964	(113,884)	(37,133)	63,070	139,349	(58,059)	(109,888)	133,998	127,260	(56,978)	-	-	1,117,484		
Other Liabilities	18,229	1,475	136,441	(167,951)	1,604,947	1,365,438	(8,864)	90,893	(295,488)	1,637,170	(20,783)	-	-	4,361,507		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	580,636	(354,349)	626,880	538,049	2,271,929	2,704,717	1,072,133	(296,610)	269,367	1,777,812	(824,838)	2,976,763				
Cash, Beginning of Month	9,662,964	10,243,600	9,889,251	10,516,131	11,054,180	13,326,109	16,030,825	17,102,958	16,806,348	17,075,715	18,853,527	18,028,689				
Cash, End of Month	10,243,600	9,889,251	10,516,131	11,054,180	13,326,109	16,030,825	17,102,958	16,806,348	17,075,715	18,853,527	18,028,689	21,005,452				

Cert.	Instr.
53.4%	83.2%
7,373,800	1,761,731

Pupil:Teacher Ratio
20.79 :1

Cabrillo Point Academy

Budget vs Actual

For the period ended May 31, 2023

	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	\$ 4,113,561	\$ 3,672,701	\$ 440,860	\$ 39,856,304	\$ 36,697,786	\$ 3,158,518	\$ 40,370,484
Education Protection Account	-	-	-	635,178	624,015	11,163	832,020
State Aid - Prior Year	(7,966)	-	(7,966)	(31,864)	-	(31,864)	-
In Lieu of Property Taxes	233,416	69,887	163,528	1,043,925	846,544	197,381	986,319
Total State Aid - Revenue Limit	4,339,011	3,742,589	596,422	41,503,543	38,168,345	3,335,197	42,188,823
Federal Revenue							
Special Education - Entitlement	-	49,374	(49,374)	-	449,838	(449,838)	499,212
Title I, Part A - Basic Low Income	-	-	-	484,073	483,386	687	483,386
Title II, Part A - Teacher Quality	-	-	-	90,296	98,135	(7,839)	98,135
Title III - Limited English	-	-	-	11,759	-	11,759	16,731
Other Federal Revenue	-	-	-	1,278,263	1,391,188	(112,925)	1,854,918
Prior Year Federal Revenue	-	-	-	70,071	-	70,071	-
Total Federal Revenue	-	49,374	(49,374)	1,934,462	2,422,547	(488,085)	2,952,381
Other State Revenue							
State Special Education	353,434	321,919	31,515	3,210,053	2,932,943	277,110	3,254,862
Mandated Cost	-	-	-	98,146	98,146	(0)	98,146
State Lottery	-	-	-	698,392	470,048	228,344	948,503
Prior Year Revenue	12,343	-	12,343	215,629	-	215,629	-
Other State Revenue	75,312	-	75,312	497,292	-	497,292	380,109
Total Other State Revenue	441,089	321,919	119,170	4,719,512	3,501,138	1,218,374	4,681,620
Other Local Revenue							-
Interest Revenue	-	-	-	23,192	-	23,192	-
School Fundraising	-	-	-	39,527	-	39,527	-
Contributions, Unrestricted	66	-	66	65,720	-	65,720	-
Total Other Local Revenue	66	-	66	128,438	-	128,438	-
Total Revenues	\$ 4,780,166	\$ 4,113,882	\$ 666,285	\$ 48,285,955	\$ 44,092,030	\$ 4,193,925	\$ 49,822,825
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 1,414,856	\$ 1,133,713	\$ (281,143)	\$ 12,396,277	\$ 11,337,130	\$ (1,059,147)	\$ 12,470,842
Teachers' Extra Duty/Stipends	174,010	219,593	45,583	1,828,965	2,222,834	393,869	2,442,427
Pupil Support Salaries	123,443	132,781	9,337	1,201,868	1,327,806	125,937	1,460,586
Administrators' Salaries	154,718	138,406	(16,312)	1,681,113	1,522,469	(158,645)	1,660,875
Other Certificated Salaries	117,512	41,469	(76,043)	1,137,492	456,155	(681,337)	497,624
Total Certificated Salaries	1,984,540	1,665,962	(318,578)	18,245,715	16,866,393	(1,379,323)	18,532,354
Classified Salaries							
Instructional Salaries	28,935	32,542	3,607	372,933	357,958	(14,975)	390,500
Support Salaries	71,047	79,405	8,358	787,863	873,460	85,597	952,866
Supervisors' and Administrators' Salaries	59,550	49,232	(10,319)	624,996	541,547	(83,449)	590,778
Clerical and Office Staff Salaries	116,230	106,993	(9,237)	1,153,954	1,176,921	22,967	1,283,914
Other Classified Salaries	45,209	28,510	(16,699)	499,155	313,610	(185,546)	342,120
Total Classified Salaries	320,971	296,681	(24,290)	3,438,902	3,263,496	(175,406)	3,560,178
Benefits							
State Teachers' Retirement System, certificated positions	325,591	318,199	(7,392)	3,177,632	3,221,481	43,849	3,539,680
OASDI/Medicare/Alternative, certificated positions	19,532	18,394	(1,137)	208,612	202,337	(6,276)	220,731
Medicare/Alternative, certificated positions	29,502	28,458	(1,043)	300,510	291,883	(8,627)	320,342
Health and Welfare Benefits, certificated positions	205,758	220,875	15,117	2,373,701	2,429,625	55,924	2,650,500
State Unemployment Insurance, certificated positions	276	7,081	6,805	54,482	134,530	80,047	141,610
Workers' Compensation Insurance, certificated positions	11,630	27,477	15,847	167,475	281,818	114,343	309,296
Other Benefits, certificated positions	-	22,139	22,139	206,345	227,073	20,728	249,212
Total Benefits	592,288	642,623	50,336	6,488,758	6,788,747	299,989	7,431,370
Books & Supplies							
Textbooks and Core Materials	3,586	7,675	4,089	209,583	84,425	(125,158)	92,100
School Supplies	380,979	361,878	(19,101)	3,852,964	3,630,255	(222,710)	3,714,743
Software	31,258	81,083	49,826	1,289,520	891,917	(397,603)	973,000
Office Expense	5,305	10,550	5,245	75,403	116,050	40,647	126,600
Business Meals	259	50	(209)	6,787	550	(6,237)	600
Noncapitalized Equipment	108,352	233,846	125,494	929,209	2,345,875	1,416,666	2,400,471
Total Books & Supplies	529,737	695,082	165,345	6,363,467	7,069,071	705,604	7,307,514
Subagreement Services							
Nursing	-	50	50	313	550	238	600
Special Education	302,321	270,717	(31,604)	2,199,851	2,977,883	778,033	3,248,600
Transportation	-	92	92	-	1,008	1,008	1,100
Security	337	683	346	4,533	7,517	2,983	8,200
Other Educational Consultants	1,262,029	475,903	(786,126)	7,165,108	4,774,121	(2,390,988)	4,885,230
Total Subagreement Services	1,564,686	747,444	(817,242)	9,369,805	7,761,079	(1,608,726)	8,143,730

Cabrillo Point Academy

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	7,149	7,267	117	88,815	79,933	(8,882)	87,200
Dues & Memberships	224	1,967	1,743	14,367	21,633	7,266	23,600
Insurance	34,233	29,842	(4,392)	435,248	328,258	(106,990)	358,100
Utilities	1,825	625	(1,200)	15,934	6,875	(9,059)	7,500
Miscellaneous Expense	-	783	783	-	8,617	8,617	9,400
Communications	2,349	1,975	(374)	30,313	21,725	(8,588)	23,700
Postage and Shipping	516	1,475	959	21,716	16,225	(5,491)	17,700
Total Operations & Housekeeping	46,296	43,933	(2,363)	606,394	483,267	(123,127)	527,200
Facilities, Repairs & Other Leases							
Rent	14,213	14,521	308	194,439	159,732	(34,707)	174,253
Additional Rent	-	17	17	-	183	183	200
Equipment Leases	-	-	-	129	-	(129)	-
Other Leases	1,700	825	(875)	32,744	9,075	(23,669)	9,900
Repairs and Maintenance	1,575	8	(1,567)	1,575	92	(1,483)	100
Total Facilities, Repairs & Other Leases	17,488	15,371	(2,117)	228,888	169,082	(59,806)	184,453
Professional/Consulting Services							
IT	113	12,517	12,403	11,845	137,683	125,839	150,200
Audit & Taxes	2,350	-	(2,350)	8,200	8,600	400	8,600
Legal	20,324	21,050	727	220,763	231,550	10,787	252,600
Professional Development	20,046	5,358	(14,688)	133,182	58,942	(74,241)	64,300
General Consulting	13,785	2,125	(11,660)	22,771	23,375	605	25,500
Special Activities/Field Trips	24,663	5,110	(19,554)	277,840	51,259	(226,581)	52,451
Bank Charges	-	2,142	2,142	-	23,558	23,558	25,700
Printing	-	-	-	973	-	(973)	-
Other Taxes and Fees	11	2,108	2,097	21,675	23,192	1,516	25,300
Payroll Service Fee	4,046	2,775	(1,271)	55,896	30,525	(25,371)	33,300
Management Fee	79,147	72,658	(6,489)	851,888	799,241	(52,647)	871,899
District Oversight Fee	43,470	37,426	(6,044)	414,195	381,683	(32,512)	421,888
County Fees	-	-	-	-	1,425	1,425	1,900
Total Professional/Consulting Services	207,956	163,269	(44,687)	2,019,228	1,771,033	(248,195)	1,933,639
Depreciation							
Depreciation Expense	655	1,619	964	7,202	17,810	10,608	19,429
Total Depreciation	655	1,619	964	7,202	17,810	10,608	19,429
Total Expenses	\$ 5,264,617	\$ 4,271,985	\$ (992,632)	\$ 46,768,359	\$ 44,189,978	\$ (2,578,381)	\$ 47,639,868
Change in Net Assets	(484,451)	(158,103)	(326,348)	1,517,596	(97,948)	1,615,543	2,182,957
Net Assets, Beginning of Period	11,119,860			9,117,813			
Net Assets, End of Period	\$ 10,635,409			\$ 10,635,409			

Cabrillo Point Academy

Statement of Financial Position

May 31, 2023

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 12,153,181	\$ 9,662,964	\$ 2,490,218	26%
Restricted Cash	5,875,508	-	5,875,508	0%
Total Cash & Cash Equivalents	18,028,689	9,662,964	8,365,725	26%
Current Assets				
Accounts Receivable	-	19,766	(19,766)	-100%
Public Funding Receivables	912,868	1,919,538	(1,006,670)	-52%
Prepaid Expenses	678,932	1,027,047	(348,115)	-34%
Total Current Assets	19,620,489	12,629,315	6,991,174	-161%
Property & Equipment, Net	58,424	65,626	(7,202)	-11%
Deposits	66,188	58,034	8,154	14%
Total Long Term Assets	124,613	123,661	952	1%
Total Assets	\$ 19,745,101	\$ 12,752,976	\$ 6,992,126	55%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 895,996	\$ 900,456	\$ (4,460)	0%
Accrued Liabilities	2,338,189	1,220,705	1,117,484	92%
Deferred Revenue	5,875,508	1,514,001	4,361,507	288%
Total Current Liabilities	9,109,692	3,635,162	5,474,530	151%
Total Liabilities	9,109,692	3,635,162	5,474,530	151%
Total Net Assets	10,635,409	9,117,813	1,517,596	17%
Total Liabilities and Net Assets	\$ 19,745,101	\$ 12,752,976	\$ 6,992,126	55%

Cabrillo Point Academy

Statement of Cash Flows

For the period ended May 31, 2023

	Month Ended 05/31/23	YTD Ended 05/31/23
Cash Flows from Operating Activities		
Change in Net Assets	\$ (484,451)	\$ 1,517,596
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	655	7,202
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	(62,184)	1,006,670
Grants, Contributions & Pledges Receivable	-	19,766
Prepaid Expenses	(185,142)	348,115
Other Assets	-	(8,154)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(15,955)	(4,460)
Accrued Expenses	(56,978)	1,117,484
Deferred Revenue	(20,783)	4,361,507
Total Cash Flows from Operating Activities	(824,838)	8,365,725
 Cash Flows from Financing Activities		
Change in Cash & Cash Equivalents	(824,838)	8,365,725
Cash & Cash Equivalents, Beginning of Period	18,853,527	9,662,964
 Cash and Cash Equivalents, End of Period	\$ 18,028,689	\$ 18,028,689

Cabrillo Point Academy

Check Register

For the period ended May 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
26905	Wilkinson Hadley King & Co., LLP	5/3/2023	\$ 1,150.00
26906	Academy of Wrestling, Inc.	5/4/2023	75.00
26907	Achieve Inc.	5/4/2023	260.00
26908	Adriene Madden Publishing	5/4/2023	3,437.00
26909	Aesthetic Climbing Gym LLC	5/4/2023	450.00
26910	Amy Roncevich	5/4/2023	425.00
26911	Anaheim Ballet	5/4/2023	931.00
26912	Barbara Ernst Ankele	5/4/2023	409.53
26913	Beakerz, LLC	5/4/2023	53.59
26914	Beautiful Feet Books, Inc.	5/4/2023	1,702.03
26915	Big Little Ones LLC	5/4/2023	Void
26916	BioBox Labs LLC	5/4/2023	232.49
26917	Bitsbox	5/4/2023	1,415.25
26918	Blackbird & Co	5/4/2023	1,580.10
26919	Blue Shield of California	5/4/2023	310,391.74
26920	BookShark	5/4/2023	2,642.71
26921	Brain Builders STEM Education, Inc	5/4/2023	4,230.20
26922	C3 Classes	5/4/2023	1,085.00
26923	Camulos Farm	5/4/2023	90.00
26924	CAT of Corona	5/4/2023	280.00
26925	Catherine Croisette	5/4/2023	900.00
26926	CEG Martial Arts	5/4/2023	880.00
26927	Christina Ranes	5/4/2023	200.00
26928	Connie Herrick	5/4/2023	490.00
26929	Delta Dental Insurance Company	5/4/2023	2,367.94
26930	Delta Dental of California	5/4/2023	10,488.10
26931	Dmitri Kulev Classical Ballet Academy	5/4/2023	300.00
26932	Drew's Art Box LLC	5/4/2023	803.27
26933	E C E 4 Autism	5/4/2023	4,144.50
26934	Effectual Educational Consulting Services	5/4/2023	9,445.50
26935	Ereflect Inc.	5/4/2023	67.00
26936	Evolution Swim Academy Mission Viejo LLC	5/4/2023	14,269.16
26937	Fundamental Chess Academy	5/4/2023	735.00
26938	Georganne Gould	5/4/2023	1,470.00
26939	Gravitas Publications, Inc.	5/4/2023	131.59
26940	Greater Perception Services, Inc.	5/4/2023	600.00
26941	Haynes Family of Programs	5/4/2023	1,125.00
26942	Holly Dodson	5/4/2023	350.00
26943	Home Science Tools	5/4/2023	1,398.67
26944	Homeschool In a Box, Inc. DBA Crafty School Crates	5/4/2023	203.37
26945	Honest History Co.	5/4/2023	193.47
26946	Imagine Learning	5/4/2023	31,547.00
26947	iMath	5/4/2023	5,719.00
26948	Infinity Kids	5/4/2023	4,170.00
26949	Intro 2 Skateboarding, LLC	5/4/2023	150.00
26950	Jacaranda Music Studios, LLC	5/4/2023	2,100.00
26951	James Boran	5/4/2023	Void
26952	James Boran	5/4/2023	4,380.00
26953	Jay and Ailen Johnson	5/4/2023	1,253.00
26954	JCS & JC, LLC (DBA Code Ninjas Irvine)	5/4/2023	826.00
26955	JDI Dance Company	5/4/2023	170.00
26956	Art & Soul Collective	5/4/2023	1,766.00
26957	Joyce Farson	5/4/2023	270.00
26958	Juliet Aucreman	5/4/2023	500.00
26959	Jump and Schout Therapy, Inc.	5/4/2023	5,850.00
26960	Kari Behrendt	5/4/2023	180.00
26961	Karis Academy	5/4/2023	298.36
26962	Kirsten A Lewis	5/4/2023	220.00
26963	Kitchen Stewardship, LLC	5/4/2023	853.90
26964	KMO Ventures One LLC	5/4/2023	4,925.00
26965	Kumon Math and Reading At The Market Place	5/4/2023	390.00
26966	Kumon of Brea	5/4/2023	300.00
26967	Kumon of Tustin - North	5/4/2023	700.00
26968	Lakeshore	5/4/2023	Void
26969	Lakeshore	5/4/2023	3,985.22
26970	LE Cirque, Inc.	5/4/2023	520.00
26971	LTRSURF LLC	5/4/2023	Void
26972	LTRSURF LLC	5/4/2023	2,420.00
26973	Learning Without Tears	5/4/2023	814.80
26974	LegalShield	5/4/2023	903.25
26975	Little Passports	5/4/2023	920.73
26976	Mad Dog Math	5/4/2023	519.34
26977	Math-U-See Inc.	5/4/2023	3,662.59
26978	Mathnasium of Ladera Ranch	5/4/2023	1,468.00
26979	Melinda J. Beebe	5/4/2023	2,498.00
26980	Mercurius Inc.	5/4/2023	23.38
26981	Modjdeh and Daryoush Akbari	5/4/2023	7,138.13
26982	Momentum Dance Center Llc 2	5/4/2023	560.00
26983	Mosaic Music	5/4/2023	1,341.00
26984	Moving Beyond the Page	5/4/2023	877.93
26985	MoxieBox Art, Inc	5/4/2023	2,294.15
26986	Mubashera Chaudhry	5/4/2023	3,798.00
26987	Mutual Of Omaha	5/4/2023	3,518.06
26988	Muya Enrichment	5/4/2023	5,305.00
26989	Mystic Equine	5/4/2023	250.00
26990	Newport Mesa Riding Center	5/4/2023	2,140.00
26991	Nicole the Math Lady, LLC	5/4/2023	158.00
26992	OC Music and Dance	5/4/2023	100.00
26993	OC Next Act	5/4/2023	4,641.97
26994	Oceanside Gymnastics	5/4/2023	117.00
26995	ODP Business Solutions, LLC	5/4/2023	Void
26996	ODP Business Solutions, LLC	5/4/2023	3,216.60
26997	Old Town Artisan Studios	5/4/2023	115.00
26998	Olympia Training Center	5/4/2023	6,671.00
26999	Orange County Council Boy Scouts of America	5/4/2023	22,620.00
27000	Orange County Dept of Education	5/4/2023	5,805.33
27001	Orange County Riding Academy	5/4/2023	1,400.00

Cabrillo Point Academy

Check Register

For the period ended May 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
27002	Orange County Surf Coaching	5/4/2023	3,940.00
27003	Outschool, Inc.	5/4/2023	Void
27004	Outschool, Inc.	5/4/2023	1,478.00
27005	Outside the Box Creation, LLC	5/4/2023	287.70
27006	Oxford Consulting Services, Inc.	5/4/2023	852.50
27007	Oyster Inc.	5/4/2023	275.52
27008	Pacific Ballet Conservatory	5/4/2023	88.00
27009	Portal Languages - Mission Viejo	5/4/2023	480.00
27010	Power of Leverage Brazilian Jiu Jitsu	5/4/2023	260.00
27011	Pure Joy Basketball, LLC	5/4/2023	270.00
27012	Ramona Brazilian Jiu-Jitsu/MMA	5/4/2023	1,900.00
27013	Rock n Tumble Gymnastics	5/4/2023	370.00
27014	San Joaquin County of Education	5/4/2023	1,200.00
27015	Sand n Straw, LLC	5/4/2023	1,320.00
27016	Scholastic Inc.	5/4/2023	731.86
27017	Sektor Corona LLC	5/4/2023	1,700.00
27018	Shih-Yin Lee	5/4/2023	320.00
27019	Shiller Learning	5/4/2023	329.95
27020	Singapore Math Inc.	5/4/2023	1,853.81
27021	Small Talk OC	5/4/2023	5,280.00
27022	South Coast Conservatory	5/4/2023	88.00
27023	South Coast Repertory	5/4/2023	37.50
27024	Southland Ballet Academy Inc.	5/4/2023	937.00
27025	Studies Weekly	5/4/2023	129.15
27026	Supercharged Science	5/4/2023	111.00
27027	Susan R Simmons	5/4/2023	655.00
27028	Talentz Inc.	5/4/2023	1,400.00
27029	TalkBox.Mom, Inc	5/4/2023	873.46
27030	Teaching Textbooks	5/4/2023	163.85
27031	The Center Stage Studio	5/4/2023	1,280.00
27032	Trigger Memory Co.	5/4/2023	39.95
27033	Tustin Dance and Music Center, LLC	5/4/2023	732.50
27034	Tutoring Club	5/4/2023	350.00
27035	USKO Karate Organization	5/4/2023	1,073.00
27036	USSD Yorba Linda	5/4/2023	675.00
27037	Watersafe Swim School	5/4/2023	6,286.50
27038	West Coast Krav Maga Murrieta	5/4/2023	179.00
27039	Z-Ultimate Self Defense Studio	5/4/2023	195.00
27040	April Simpson	5/5/2023	372.00
27041	CEG Martial Arts	5/5/2023	1,936.00
27042	Voya Financial FBO CalSTRS Pension2	5/5/2023	28,487.43
27043	Miaplaza Inc.	5/5/2023	239.60
27044	Beautiful Feet Books, Inc.	5/10/2023	310.50
27045	Adriene Madden Publishing	5/11/2023	210.00
27046	Aesthetic Climbing Gym LLC	5/11/2023	3,237.50
27047	Aidas Reklis	5/11/2023	1,536.00
27048	Aligned with Nature LLC	5/11/2023	475.00
27049	AMAA	5/11/2023	3,403.00
27050	Amazon Capital Services	5/11/2023	Void
27051	Amazon Capital Services	5/11/2023	75.46
27052	Apple Inc.	5/11/2023	63,724.88
27053	Asenza Education YL, LLC	5/11/2023	666.00
27054	Beautiful Feet Books, Inc.	5/11/2023	3,171.73
27055	Big Little Ones LLC	5/11/2023	1,015.20
27056	Bigfoot Graphics	5/11/2023	40.00
27057	Blackbird & Co	5/11/2023	199.51
27058	Blue Family	5/11/2023	8,425.00
27059	BookShark	5/11/2023	2,190.27
27060	Brain Builders STEM Education, Inc	5/11/2023	1,018.25
27061	C3 Classes	5/11/2023	550.00
27062	Camulos Farm	5/11/2023	6,150.00
27063	Carlson Gracie Westminster	5/11/2023	2,500.00
27064	CM School Supply Inc.	5/11/2023	76.24
27065	Companion Corporation	5/11/2023	140.08
27066	Cox Business	5/11/2023	1,529.54
27067	Creative Outlet PAC	5/11/2023	2,764.50
27068	Day Dreams LLC dba The Coder School - Cerritos	5/11/2023	1,188.00
27069	Dexter Music	5/11/2023	1,399.00
27070	Discount School Supply	5/11/2023	34.19
27071	Dmitri Kulev Classical Ballet Academy	5/11/2023	540.00
27072	Drew's Art Box LLC	5/11/2023	325.55
27073	Effectual Educational Consulting Services	5/11/2023	16,756.70
27074	Express Yourself Therapy	5/11/2023	90.00
27075	Fired Up Arts	5/11/2023	4,681.44
27076	Firestorm Freerunning and Acrobatics	5/11/2023	520.00
27077	Frank Velasquez	5/11/2023	3,840.00
27078	Friends of Leaps & Bounds	5/11/2023	200.00
27079	Fuel Education c/o K12 Management	5/11/2023	1,488.40
27080	Function Junction	5/11/2023	1,950.00
27081	Gracie Barra Costa Mesa	5/11/2023	348.00
27082	Gracie Barra San Clemente	5/11/2023	4,439.00
27083	Guo's Elite dba World Elite Gymnastics RSM	5/11/2023	5,639.39
27084	H4B Team LLC	5/11/2023	301.98
27085	Harbottle Law Group	5/11/2023	12,306.50
27086	HB Gracie JiuJitsu	5/11/2023	3,970.00
27087	Heather Patrick	5/11/2023	1,325.00
27088	Home Science Tools	5/11/2023	1,725.82
27089	Homeschool In a Box, Inc. DBA Crafty School Crates	5/11/2023	395.80
27090	Honest History Co.	5/11/2023	306.70
27091	Jacaranda Music Studios, LLC	5/11/2023	925.00
27092	JDI Dance Company	5/11/2023	369.00
27093	Judylyn Weesner	5/11/2023	780.00
27094	Julia Gilbert	5/11/2023	400.00
27095	Kelsey Neeley	5/11/2023	900.00
27096	Kitchen Stewardship, LLC	5/11/2023	324.90
27097	Kumon of Ladera Ranch	5/11/2023	700.00
27098	Lakeshore	5/11/2023	Void
27099	Lakeshore	5/11/2023	Void

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For the period ended May 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
27100	Lakeshore	5/11/2023	7,926.51
27101	LE Cirque, Inc.	5/11/2023	400.00
27102	Lisa M Palmer	5/11/2023	160.00
27103	Little Passports	5/11/2023	382.11
27104	Liverpool Soccer Club	5/11/2023	370.00
27105	Lorie Susan Suntree	5/11/2023	4,100.00
27106	LTRSURF LLC	5/11/2023	Void
27107	LTRSURF LLC	5/11/2023	2,580.00
27108	Mandie Schenkenberger	5/11/2023	1,540.00
27109	Mari G. Haig	5/11/2023	650.00
27110	Math-U-See Inc.	5/11/2023	66.72
27111	Mathnasium of Eastvale	5/11/2023	299.00
27112	Mathnasium of Tustin	5/11/2023	458.00
27113	McKee Music Therapy Services LLC	5/11/2023	1,110.00
27114	Mercurius Inc.	5/11/2023	748.44
27115	Metta Blocks LLC	5/11/2023	318.00
27116	Miaplaza Inc.	5/11/2023	119.80
27117	Michele Liem	5/11/2023	3,810.00
27118	Mike Slayen	5/11/2023	738.00
27119	Modern Development Company	5/11/2023	110.42
27120	Morey's Music Store, Inc.	5/11/2023	150.00
27121	Moving Beyond the Page	5/11/2023	226.33
27122	MoxieBox Art, Inc	5/11/2023	303.75
27123	Mystery Science Inc.	5/11/2023	89.00
27124	Natalia Gubenko	5/11/2023	900.00
27125	National History Day San Diego County	5/11/2023	40.00
27126	Nature Watch	5/11/2023	36.99
27127	Nazgul Shinn	5/11/2023	575.00
27128	OC Music and Dance	5/11/2023	Void
27129	OC Music and Dance	5/11/2023	4,872.55
27130	Orange County Riding Academy	5/11/2023	6,435.00
27131	Orange County Surf Coaching	5/11/2023	Void
27132	Orange County Surf Coaching	5/11/2023	6,470.00
27133	Outschool, Inc.	5/11/2023	796.00
27134	Outside the Box Creation, LLC	5/11/2023	431.55
27135	Oyster Inc.	5/11/2023	1,035.91
27136	Pacific Ballet Conservatory	5/11/2023	3,237.20
27137	Piano Marvel, LLC	5/11/2023	109.98
27138	Pioneer Education LLC	5/11/2023	1,500.00
27139	Power of Leverage Brazilian Jiu Jitsu	5/11/2023	Void
27140	Power of Leverage Brazilian Jiu Jitsu	5/11/2023	5,091.00
27141	Rebecca Scott	5/11/2023	206.25
27142	Sabiha Khan	5/11/2023	1,093.75
27143	Scholars Collective	5/11/2023	250.00
27144	Scholastic Inc.	5/11/2023	64.59
27145	Schoolhouse Discoveries LLC	5/11/2023	59.66
27146	Science 2 U	5/11/2023	312.50
27147	Sew Outside The Box	5/11/2023	55.05
27148	SHI International Corp	5/11/2023	56.94
27149	Shih-Yin Lee	5/11/2023	320.00
27150	Silver Spur Riding School	5/11/2023	350.00
27151	Singapore Math Inc.	5/11/2023	668.35
27152	Spanish for You!	5/11/2023	81.99
27153	Specialized Therapy Services, Inc.	5/11/2023	1,700.00
27154	Stagelight Performing Arts	5/11/2023	1,624.74
27155	Starlight Dance Center	5/11/2023	332.00
27156	Confidential	5/11/2023	472.67
27157	Storeybook Dance	5/11/2023	640.00
27158	Transamerica	5/11/2023	1,596.82
27159	Tustin Dance and Music Center, LLC	5/11/2023	263.00
27160	Tutoring Club	5/11/2023	350.00
27161	UC Regents	5/11/2023	13,016.90
27162	United Contractors of California	5/11/2023	1,575.00
27163	USA Jump Stars	5/11/2023	60.00
27164	USSD Yorba Linda	5/11/2023	1,534.00
27165	Watersafe Swim School	5/11/2023	522.50
27166	Wildcats Hockey	5/11/2023	3,150.00
27167	Wilkinson Hadley King & Co., LLP	5/11/2023	1,200.00
27168	Verizon Wireless	5/16/2023	7,675.20
27169	Voya Financial FBO CalSTRS Pension2	5/18/2023	28,487.43
27170	A Brighter Child	5/18/2023	58.52
27171	Agility Kids, LLC	5/18/2023	2,816.00
27172	Aidas Rekllys	5/18/2023	266.00
27173	Alkawthar Learning Center	5/18/2023	7,130.00
27174	AMAA	5/18/2023	1,244.00
27175	Amanda Gifford	5/18/2023	1,122.91
27176	American Tiger Martial Arts & Fitness	5/18/2023	496.00
27177	Amy Roncevich	5/18/2023	1,500.00
27178	Angela Box	5/18/2023	500.00
27179	Art Steps, Inc.	5/18/2023	14,399.70
27180	Asenza Education YL, LLC	5/18/2023	666.00
27181	Bailey Dillard	5/18/2023	990.00
27182	Bay Alarm Company	5/18/2023	185.31
27183	BB Enterprises, Inc.	5/18/2023	310.00
27184	Beach Cities Rock Club	5/18/2023	5,760.00
27185	Beautiful Feet Books, Inc.	5/18/2023	24.96
27186	Beth Gillis	5/18/2023	260.00
27187	Big Kahuna Swim Academy	5/18/2023	198.00
27188	Bigfoot Graphics	5/18/2023	40.00
27189	BioBox Labs LLC	5/18/2023	232.49
27190	BookShark	5/18/2023	701.44
27191	Brain Builders STEM Education, Inc	5/18/2023	294.00
27192	Brave Writer LLC	5/18/2023	213.45
27193	Breakthrough Sports	5/18/2023	Void
27194	Breakthrough Sports	5/18/2023	1,518.75
27195	Bright Solutions For Dyslexia, LLC	5/18/2023	784.16
27196	C3 Classes	5/18/2023	2,630.00
27197	Cadenza Music Academy	5/18/2023	200.00

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Check Number	Vendor Name	Check Date	Check Amount
27198	Camulos Farm	5/18/2023	90.00
27199	Cassandra Bradford	5/18/2023	276.28
27200	CEG Martial Arts	5/18/2023	2,256.00
27201	Charter Communications	5/18/2023	132.97
27202	Code Ninjas	5/18/2023	995.00
27203	Code Ninjas Fullerton, CA	5/18/2023	756.00
27204	Connie Herrick	5/18/2023	840.00
27205	Cornerstone Therapies	5/18/2023	1,454.72
27206	Corona Music Center	5/18/2023	318.00
27207	Creation Crate, Inc.	5/18/2023	324.99
27208	Creative Creatures & Co.	5/18/2023	2,216.25
27209	Cristina Queen	5/18/2023	186.68
27210	De Angelo's Music	5/18/2023	480.00
27211	Dexter Music	5/18/2023	2,986.17
27212	E C E 4 Autism	5/18/2023	11,132.50
27213	Ethos Jiu Jitsu	5/18/2023	1,350.00
27214	Evan Sachs Piano Studio	5/18/2023	350.00
27215	Evolution Swim Academy Mission Viejo LLC	5/18/2023	8,609.59
27216	Firestorm Freerunning and Acrobatics	5/18/2023	48,925.00
27217	Freckled Frog	5/18/2023	818.00
27218	Function Junction	5/18/2023	1,875.00
27219	FYI-For Your Imagination	5/18/2023	250.00
27220	Gabrina Owen	5/18/2023	260.00
27221	Hallelujah Tae Kwon Do	5/18/2023	5,160.00
27222	Holly Dodson	5/18/2023	420.00
27223	Home Science Tools	5/18/2023	680.45
27224	Image IV Systems	5/18/2023	101.68
27225	In Tune	5/18/2023	1,160.00
27226	Infinity Kids	5/18/2023	3,090.00
27227	J.E.M.S. Dance Center	5/18/2023	1,520.97
27228	Jacaranda Music Studios, LLC	5/18/2023	150.00
27229	Jennifer Lorge	5/18/2023	576.88
27230	Jimmy Tat BJJ LLC	5/18/2023	135.00
27231	Joyce Farson	5/18/2023	540.00
27232	K2 Studios	5/18/2023	1,770.00
27233	Karis Academy	5/18/2023	171.40
27234	Kindred Creative Inc.	5/18/2023	945.00
27235	Kirsten A Lewis	5/18/2023	110.00
27236	Krav Maga of Orange County LLC	5/18/2023	2,960.00
27237	Kumon Math and Reading At The Market Place	5/18/2023	1,655.00
27238	Kumon of Brea	5/18/2023	1,595.00
27239	Lakeshore	5/18/2023	2,761.99
27240	Language Door, Inc.	5/18/2023	365.00
27241	Lanterns Global	5/18/2023	5,945.00
27242	Lauren Ruwe	5/18/2023	487.50
27243	Laurie Capalbo	5/18/2023	220.00
27244	Lisa M Palmer	5/18/2023	160.00
27245	Little Surf Co.	5/18/2023	11,025.00
27246	Logan Cheshire	5/18/2023	224.00
27247	Lois M. Kempff	5/18/2023	675.00
27248	LTRSURF LLC	5/18/2023	Void
27249	LTRSURF LLC	5/18/2023	4,715.00
27250	LUD Inc. (Sylvan of Irvine)	5/18/2023	910.00
27251	M & S Studio MV LLC	5/18/2023	5,982.50
27252	M B B & D LLC	5/18/2023	3,489.00
27253	Macie Sweeney-Slick	5/18/2023	315.00
27254	Maestro Performance Products	5/18/2023	435.00
27255	Marnie Cooper School of Acting	5/18/2023	480.00
27256	Confidential	5/18/2023	2,321.06
27257	Mathnasium of Ladera Ranch	5/18/2023	1,945.00
27258	Mathnasium of Mission Viejo	5/18/2023	2,740.00
27259	Mathnasium of Point Loma	5/18/2023	299.00
27260	Mathnasium of San Clemente	5/18/2023	3,000.00
27261	Mathnasium of Temecula	5/18/2023	329.00
27262	Mathnasium of Tustin	5/18/2023	1,316.00
27263	Mathnasium of Woodbridge	5/18/2023	3,493.00
27264	Megan Warren	5/18/2023	315.00
27265	Melinda J. Beebe	5/18/2023	2,116.00
27266	Michelle Diniakos	5/18/2023	3,000.00
27267	Momentum Dance Center Llc 2	5/18/2023	499.00
27268	Morey's Music Store, Inc.	5/18/2023	120.00
27269	Mudassarrah Chaudhry	5/18/2023	4,615.75
27270	Music Moves Academy Inc	5/18/2023	1,140.00
27271	Mystic Equine	5/18/2023	200.00
27272	Natalie Shohdy dba Art 4 Kids and Teens	5/18/2023	10,497.00
27273	Newport Mesa Riding Center	5/18/2023	5,230.00
27274	Nicole the Math Lady, LLC	5/18/2023	118.00
27275	Nuestra Escuela Spanish Academy	5/18/2023	695.00
27276	Oceanside Gymnastics	5/18/2023	117.00
27277	ODP Business Solutions, LLC	5/18/2023	1,367.13
27278	On Pointe Productions, LLC	5/18/2023	300.00
27279	Orange County Riding Academy	5/18/2023	Void
27280	Orange County Riding Academy	5/18/2023	Void
27281	Orange County Riding Academy	5/18/2023	22,005.00
27282	Outschool, Inc.	5/18/2023	Void
27283	Outschool, Inc.	5/18/2023	1,769.00
27284	Pamela Y. Worcester	5/18/2023	262.50
27285	Peace Hill Classical Co-Op LLC	5/18/2023	11,220.00
27286	Portview Preparatory, Inc.	5/18/2023	10,387.50
27287	Power of Leverage Brazilian Jiu Jitsu	5/18/2023	1,450.00
27288	Pure Joy Basketball, LLC	5/18/2023	580.00
27289	Rachel Rico	5/18/2023	11.67
27290	Ramona Brazilian Jiu-Jitsu/MMA	5/18/2023	1,330.00
27291	Rebecca Snyder	5/18/2023	33.34
27292	Rock n Tumble Gymnastics	5/18/2023	92.50
27293	Rockside Music	5/18/2023	300.00
27294	Rockstars of Tomorrow Riverside	5/18/2023	670.00
27295	Rockstars of Tomorrow, Inc.	5/18/2023	2,375.00

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Check Number	Vendor Name	Check Date	Check Amount
27296	Rosemary Sorola	5/18/2023	2,245.00
27297	Russian School of Mathematics	5/18/2023	780.00
27298	Russian School of Mathematics	5/18/2023	1,428.00
27299	Scholastic Inc.	5/18/2023	45.41
27300	Search Institute	5/18/2023	5,700.00
27301	Sew Outside The Box	5/18/2023	304.23
27302	Sheri Wolfe	5/18/2023	800.00
27303	SHI International Corp	5/18/2023	30,293.05
27304	Shih-Yin Lee	5/18/2023	320.00
27305	Sophi Albert	5/18/2023	80.00
27306	Southland Ballet Academy Inc.	5/18/2023	2,265.00
27307	Specialized Therapy Services, Inc.	5/18/2023	2,940.00
27308	SPS Management Inc. dba Rock Fitness	5/18/2023	170.00
27309	Studio H Fine Art	5/18/2023	2,080.00
27310	Sway Ballroom Dance	5/18/2023	1,295.00
27311	Talentz Inc.	5/18/2023	700.00
27312	Techcycle Solutions	5/18/2023	99.00
27313	Terri Shok	5/18/2023	200.00
27314	The Center Stage Studio	5/18/2023	325.00
27315	The Coder School	5/18/2023	398.00
27316	The Coder School Mission Viejo	5/18/2023	1,341.00
27317	The Collective Movements	5/18/2023	525.00
27318	The Performer's Academy	5/18/2023	1,130.00
27319	Tina Escobar dba Artist at Heart	5/18/2023	255.00
27320	Tkd Capistrano Corp.	5/18/2023	340.00
27321	TOCA Training Centers	5/18/2023	5,839.00
27322	Tustin Dance and Music Center, LLC	5/18/2023	1,500.00
27323	U.S. Music Lessons	5/18/2023	912.00
27324	United Studios FR LLC	5/18/2023	940.00
27325	United Studios of Self Defense	5/18/2023	Void
27326	Veronica Anne Richards	5/18/2023	404.00
27327	Waterworks Aquatics Carlsbad	5/18/2023	743.00
27328	White Dragon Martial Arts	5/18/2023	232.00
27329	Write On! Webb	5/18/2023	147.00
27330	Z-Ultimate Self Defense Studio	5/18/2023	195.00
27331	10th Planet Mission Viejo	5/25/2023	1,274.00
27332	Alexandra Noyes	5/25/2023	400.60
27333	AMAA	5/25/2023	696.00
27334	Amy Roncevich	5/25/2023	200.00
27335	Anaheim Ballet	5/25/2023	836.00
27336	Bailey Dillard	5/25/2023	1,065.00
27337	Bay Alarm Company	5/25/2023	151.59
27338	Beautiful Feet Books, Inc.	5/25/2023	176.24
27339	Beltran Spanish Tutoring/Karen Beltran	5/25/2023	850.00
27340	Blackbird & Co	5/25/2023	409.61
27341	Brave Writer LLC	5/25/2023	239.00
27342	Bridgeway Academy	5/25/2023	989.00
27343	Cognitive Square, Inc.	5/25/2023	58.70
27344	Cornerstone Therapies	5/25/2023	409.14
27345	Creation Crate, Inc.	5/25/2023	154.97
27346	Dan Lee	5/25/2023	19,185.00
27347	Debra Hardman	5/25/2023	1,060.00
27348	Dexter Music	5/25/2023	936.00
27349	Eastvale Athletics	5/25/2023	375.00
27350	Edgility Consulting	5/25/2023	5,000.00
27351	Educational Development Corporation	5/25/2023	512.44
27352	Ethos Jiu Jitsu	5/25/2023	1,947.00
27353	Express Yourself Therapy	5/25/2023	1,200.00
27354	Firestorm Galaxy	5/25/2023	4,410.00
27355	Freckled Frog	5/25/2023	797.50
27356	Fun with Horses	5/25/2023	18,050.00
27357	Fundamental Chess Academy	5/25/2023	850.00
27358	Greater Perception Services, Inc.	5/25/2023	375.00
27359	Greg Baran Writing	5/25/2023	800.00
27360	Guo's Elite dba World Elite Gymnastics RSM	5/25/2023	4,367.66
27361	H4B Team LLC	5/25/2023	487.96
27362	Hallelujah Tae Kwon Do	5/25/2023	340.00
27363	Harbottle Law Group	5/25/2023	7,599.00
27364	Harmony Music World Institute, Inc.	5/25/2023	854.00
27365	Haynes Family of Programs	5/25/2023	675.00
27366	Heidi Steiner - Tutor	5/25/2023	180.00
27367	Home Science Tools	5/25/2023	374.46
27368	Homeschool In a Box, Inc. DBA Crafty School Crates	5/25/2023	174.01
27369	IXL Learning	5/25/2023	162,540.00
27370	Jacaranda Music Studios, LLC	5/25/2023	Void
27371	Jacaranda Music Studios, LLC	5/25/2023	6,925.00
27372	Jump and Schout Therapy, Inc.	5/25/2023	3,347.50
27373	Kari Behrendt	5/25/2023	150.00
27374	Lakeshore	5/25/2023	6.45
27375	Language Door, Inc.	5/25/2023	219.00
27376	Lauren Ruwe	5/25/2023	375.00
27377	LegalShield	5/25/2023	903.25
27378	Liminex, Inc.	5/25/2023	10,200.00
27379	Little Surf Co.	5/25/2023	4,816.00
27380	LTRSURF LLC	5/25/2023	Void
27381	LTRSURF LLC	5/25/2023	3,670.00
27382	Maestro Performance Products	5/25/2023	580.00
27383	Mandie Schenkenberger	5/25/2023	1,460.00
27384	Margaret Morghen	5/25/2023	240.00
27385	Mari G. Haig	5/25/2023	260.00
27386	Maricela Lemos	5/25/2023	1,150.00
27387	Megan Warren	5/25/2023	1,480.00
27388	Meggan Colombo	5/25/2023	4,462.38
27389	Minelia Lopez	5/25/2023	302.61
27390	Modern Development Company	5/25/2023	7,266.60
27391	Momentum Dance Center Llc 2	5/25/2023	883.00
27392	MoxieBox Art, Inc	5/25/2023	169.94
27393	Music Studio of Ryan LaCoste	5/25/2023	684.00

Cabrillo Point Academy

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Check Number	Vendor Name	Check Date	Check Amount
27394	Music Vault Academy	5/25/2023	6,388.00
27395	Musical Theatre OC	5/25/2023	4,240.00
27396	Muya Enrichment	5/25/2023	10,885.00
27397	NDH America, Inc.	5/25/2023	7,462.00
27398	Newport Mesa Riding Center	5/25/2023	1,800.00
27399	Noonan Family Swim School, Inc.	5/25/2023	97.00
27400	OC All-Stars	5/25/2023	154.00
27401	OC Music and Dance	5/25/2023	430.00
27402	ODP Business Solutions, LLC	5/25/2023	212.10
27403	Old Town Artisan Studios	5/25/2023	135.00
27404	Orange County Riding Academy	5/25/2023	Void
27405	Orange County Riding Academy	5/25/2023	8,350.00
27406	Outschool, Inc.	5/25/2023	946.00
27407	Penny Smith	5/25/2023	80.00
27408	Portal Languages LLC	5/25/2023	1,110.00
27409	Poway Executive Plaza, LLC	5/25/2023	16,910.33
27410	Power of Leverage Brazilian Jiu Jitsu	5/25/2023	65.00
27411	PresenceLearning, Inc.	5/25/2023	46,489.50
27412	Pro-Ed.Inc.	5/25/2023	85.12
27413	Project Be You	5/25/2023	575.00
27414	Reshma Solbach	5/25/2023	140.00
27415	Rockstars of Tomorrow Riverside	5/25/2023	600.00
27416	Rockstars of Tomorrow, Inc.	5/25/2023	930.00
27417	Ryan Family YMCA	5/25/2023	137.00
27418	San Diego Gas & Electric	5/25/2023	1,306.83
27419	San Diego Gas & Electric	5/25/2023	518.08
27420	Scholars Collective	5/25/2023	100.00
27421	Scott Carr	5/25/2023	348.00
27422	Shanda Ellsworth-Lobatos	5/25/2023	5,700.00
27423	Shanelle Gray Studios	5/25/2023	750.00
27424	SHI International Corp	5/25/2023	23,750.00
27425	Shmoop University, Inc.	5/25/2023	10,000.00
27426	Singapore Math Inc.	5/25/2023	462.50
27427	SOR Schools VI, LLC	5/25/2023	2,434.00
27428	Specialized Therapy Services, Inc.	5/25/2023	93,940.29
27429	Stagelight Performing Arts	5/25/2023	1,344.42
27430	Strategic Kids	5/25/2023	28,626.75
27431	Susan Harris	5/25/2023	290.00
27432	Tatiana Lopez	5/25/2023	78.60
27433	The Etiquette Factory with Ms. Jenn	5/25/2023	3,953.00
27434	The League of Amazing Programmers	5/25/2023	520.00
27435	The Letter K	5/25/2023	600.00
27436	The Music Abode	5/25/2023	720.00
27437	TSW Therapy, Inc	5/25/2023	10,589.91
27438	Tustin Dance and Music Center, LLC	5/25/2023	75.00
27439	Twist N U	5/25/2023	920.00
27440	TWT Sprouts	5/25/2023	3,605.00
27441	United Studios FR LLC	5/25/2023	1,022.50
27442	Verizon Wireless	5/25/2023	446.48
27443	Watersafe Swim School	5/25/2023	7,280.50
27444	Waterworks Aquatics HB	5/25/2023	10,163.75
27445	Waterworks Aquatics, Inc.	5/25/2023	26,516.94
27446	Waterworks Swim School - La Habra	5/25/2023	16,601.22
27447	Woodbridge Tennis Academy	5/25/2023	8,677.00
27448	YMCA of Orange County	5/25/2023	1,267.00
27449	YMCA of Orange County	5/25/2023	2,964.00
27450	Zoe Johnson	5/25/2023	624.87
27451	Erick Richardson	5/25/2023	3,087.74
27452	Amazon Capital Services	5/25/2023	Void
27453	Amazon Capital Services	5/25/2023	57.12
ACH	A+ In Home Tutors, Inc	5/4/2023	210.00
ACH	A+ In Home Tutors, Inc	5/4/2023	210.00
ACH	A+ In Home Tutors, Inc	5/4/2023	280.00
ACH	A+ In Home Tutors, Inc	5/4/2023	280.00
ACH	A+ In Home Tutors, Inc	5/4/2023	280.00
ACH	A+ In Home Tutors, Inc	5/4/2023	490.00
ACH	A+ In Home Tutors, Inc	5/4/2023	490.00
ACH	A+ In Home Tutors, Inc	5/4/2023	280.00
ACH	A+ In Home Tutors, Inc	5/4/2023	350.00
ACH	A+ In Home Tutors, Inc	5/4/2023	280.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	20.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	20.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	20.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	175.00
ACH	Deborah Hotchkiss	5/4/2023	240.00
ACH	Deborah Hotchkiss	5/4/2023	180.00
ACH	eat2explore	5/4/2023	150.00
ACH	A+ In Home Tutors, Inc	5/4/2023	70.00
ACH	eat2explore	5/4/2023	150.00
ACH	eat2explore	5/4/2023	99.75
ACH	eat2explore	5/4/2023	99.75
ACH	eat2explore	5/4/2023	150.00
ACH	eat2explore	5/4/2023	34.95
ACH	eat2explore	5/4/2023	34.95
ACH	eat2explore	5/4/2023	150.00
ACH	Five Star Taekwondo	5/4/2023	240.00
ACH	Focus Dance Center	5/4/2023	95.00
ACH	Freedom in Motion	5/4/2023	465.00
ACH	A+ In Home Tutors, Inc	5/4/2023	140.00
ACH	Gavin Witzer Golf	5/4/2023	350.00
ACH	Glee Music Academy	5/4/2023	169.00
ACH	Glee Music Academy	5/4/2023	194.00
ACH	Glee Music Academy	5/4/2023	97.00
ACH	Glee Music Academy	5/4/2023	169.00
ACH	Glee Music Academy	5/4/2023	384.00

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Check Number	Vendor Name	Check Date	Check Amount
ACH	Glee Music Academy	5/4/2023	194.00
ACH	Glee Music Academy	5/4/2023	50.00
ACH	Glee Music Academy	5/4/2023	194.00
ACH	Glee Music Academy	5/4/2023	194.00
ACH	A+ In Home Tutors, Inc	5/4/2023	280.00
ACH	Glee Music Academy	5/4/2023	225.00
ACH	Glee Music Academy	5/4/2023	194.00
ACH	Glee Music Academy	5/4/2023	169.00
ACH	Glee Music Academy	5/4/2023	194.00
ACH	Glee Music Academy	5/4/2023	169.00
ACH	Glee Music Academy	5/4/2023	169.00
ACH	Glee Music Academy	5/4/2023	194.00
ACH	Glee Music Academy	5/4/2023	194.00
ACH	A+ In Home Tutors, Inc	5/4/2023	70.00
ACH	Glee Music Academy	5/4/2023	194.00
ACH	Glee Music Academy	5/4/2023	194.00
ACH	Glee Music Academy	5/4/2023	169.00
ACH	Glee Music Academy	5/4/2023	284.00
ACH	Glee Music Academy	5/4/2023	364.00
ACH	Glee Music Academy	5/4/2023	55.00
ACH	Goods and Goats Market Inc.	5/4/2023	150.00
ACH	Greenwave Surf	5/4/2023	11,855.00
ACH	Groundwork Jiu-Jitsu	5/4/2023	4,075.00
ACH	Head, Heart, and Hands	5/4/2023	16,100.00
ACH	A+ In Home Tutors, Inc	5/4/2023	140.00
ACH	Head, Heart, and Hands	5/4/2023	26,625.00
ACH	History Unboxed LLC	5/4/2023	242.78
ACH	History Unboxed LLC	5/4/2023	68.91
ACH	History Unboxed LLC	5/4/2023	196.82
ACH	History Unboxed LLC	5/4/2023	68.91
ACH	History Unboxed LLC	5/4/2023	68.91
ACH	History Unboxed LLC	5/4/2023	68.91
ACH	History Unboxed LLC	5/4/2023	68.41
ACH	History Unboxed LLC	5/4/2023	68.41
ACH	History Unboxed LLC	5/4/2023	242.78
ACH	A+ In Home Tutors, Inc	5/4/2023	280.00
ACH	History Unboxed LLC	5/4/2023	103.90
ACH	History Unboxed LLC	5/4/2023	287.60
ACH	History Unboxed LLC	5/4/2023	68.41
ACH	History Unboxed LLC	5/4/2023	530.70
ACH	History Unboxed LLC	5/4/2023	68.41
ACH	History Unboxed LLC	5/4/2023	68.41
ACH	History Unboxed LLC	5/4/2023	182.70
ACH	History Unboxed LLC	5/4/2023	184.83
ACH	History Unboxed LLC	5/4/2023	424.50
ACH	History Unboxed LLC	5/4/2023	182.70
ACH	A+ In Home Tutors, Inc	5/4/2023	140.00
ACH	History Unboxed LLC	5/4/2023	287.60
ACH	History Unboxed LLC	5/4/2023	126.88
ACH	History Unboxed LLC	5/4/2023	126.88
ACH	Hooked on Phonics	5/4/2023	328.63
ACH	Incident IQ, LLC	5/4/2023	2,787.84
ACH	Institute for Excellence in Writing	5/4/2023	37.71
ACH	Institute for Excellence in Writing	5/4/2023	37.71
ACH	Jennifer Guitron	5/4/2023	300.00
ACH	Jennifer Guitron	5/4/2023	100.00
ACH	Jennifer Guitron	5/4/2023	100.00
ACH	A+ In Home Tutors, Inc	5/4/2023	280.00
ACH	Jennifer Guitron	5/4/2023	100.00
ACH	Jennifer Guitron	5/4/2023	50.00
ACH	Jennifer Guitron	5/4/2023	240.00
ACH	Jennifer Guitron	5/4/2023	400.00
ACH	Joobilo LLC	5/4/2023	5,851.00
ACH	Confidential	5/4/2023	870.00
ACH	Justyna Ponulak	5/4/2023	100.00
ACH	Karate For All	5/4/2023	350.00
ACH	Karate For All	5/4/2023	35.00
ACH	Katie Kohn	5/4/2023	80.00
ACH	A+ In Home Tutors, Inc	5/4/2023	70.00
ACH	Kelsey Mira Slater	5/4/2023	160.00
ACH	Kidstir	5/4/2023	71.97
ACH	Kidstir	5/4/2023	71.97
ACH	Kidstir	5/4/2023	86.94
ACH	Kidstir	5/4/2023	39.98
ACH	Kidstir	5/4/2023	71.97
ACH	KiwiCo, Inc.	5/4/2023	5,522.63
ACH	Kumon Mission Viejo-Civic Center	5/4/2023	300.00
ACH	Kumon Mission Viejo-Civic Center	5/4/2023	340.00
ACH	Kumon Mission Viejo-Civic Center	5/4/2023	300.00
ACH	A+ In Home Tutors, Inc	5/4/2023	140.00
ACH	Lee's Taekwondo-Laguna Hills	5/4/2023	660.00
ACH	Lenore Johnson	5/4/2023	142.00
ACH	Liliana Harris	5/4/2023	195.00
ACH	Logic of English	5/4/2023	247.89
ACH	Magic Steps Studios	5/4/2023	1,200.00
ACH	Mark Howard	5/4/2023	1,562.00
ACH	Mathnasium of Anaheim Hills	5/4/2023	897.00
ACH	MEL Science U.S., LLC	5/4/2023	299.50
ACH	MEL Science U.S., LLC	5/4/2023	263.89
ACH	MEL Science U.S., LLC	5/4/2023	260.89
ACH	A+ In Home Tutors, Inc	5/4/2023	210.00
ACH	MEL Science U.S., LLC	5/4/2023	499.16
ACH	MEL Science U.S., LLC	5/4/2023	197.82
ACH	MEL Science U.S., LLC	5/4/2023	299.50
ACH	Melodee Klimala	5/4/2023	25.00
ACH	Melodee Klimala	5/4/2023	50.00

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Check Number	Vendor Name	Check Date	Check Amount
ACH	Mr. D Math, LLC	5/4/2023	197.00
ACH	MusicPaige Studio	5/4/2023	345.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	104.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	218.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	104.00
ACH	A+ In Home Tutors, Inc	5/4/2023	140.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	104.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	92.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	34.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	112.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	78.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	375.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	112.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	100.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	104.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	104.00
ACH	A+ In Home Tutors, Inc	5/4/2023	245.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	52.00
ACH	OC All Stars Cheer & Dance, Inc	5/4/2023	80.00
ACH	Optimus Brazilian JiuJitsu	5/4/2023	200.00
ACH	Optimus Brazilian JiuJitsu	5/4/2023	360.00
ACH	Pakua LLC	5/4/2023	149.00
ACH	Pakua LLC	5/4/2023	149.00
ACH	Pakua LLC	5/4/2023	149.00
ACH	Pakua LLC	5/4/2023	149.00
ACH	Pakua LLC	5/4/2023	249.00
ACH	Peace Hill Classical Co-Op LLC	5/4/2023	Void
ACH	A+ In Home Tutors, Inc	5/4/2023	490.00
ACH	Peace Hill Press, Inc. dba Well Trained Mind Press	5/4/2023	137.65
ACH	PMA of Encinitas LLC	5/4/2023	498.00
ACH	Portal Languages - Costa Mesa	5/4/2023	50.00
ACH	Portal Languages - Costa Mesa	5/4/2023	50.00
ACH	Portal Languages - Costa Mesa	5/4/2023	50.00
ACH	Portal Languages - Costa Mesa	5/4/2023	30.00
ACH	Portal Languages - Costa Mesa	5/4/2023	30.00
ACH	Portal Languages - Costa Mesa	5/4/2023	30.00
ACH	Prestige Martial Arts	5/4/2023	1,261.00
ACH	Rainbow Resource Center	5/4/2023	162.99
ACH	A+ In Home Tutors, Inc	5/4/2023	490.00
ACH	Rainbow Resource Center	5/4/2023	58.68
ACH	Rainbow Resource Center	5/4/2023	96.46
ACH	Rainbow Resource Center	5/4/2023	171.90
ACH	Rainbow Resource Center	5/4/2023	59.75
ACH	Rainbow Resource Center	5/4/2023	230.20
ACH	Rainbow Resource Center	5/4/2023	229.01
ACH	Rainbow Resource Center	5/4/2023	52.54
ACH	Rainbow Resource Center	5/4/2023	24.20
ACH	Rainbow Resource Center	5/4/2023	61.80
ACH	Rainbow Resource Center	5/4/2023	122.22
ACH	A+ In Home Tutors, Inc	5/4/2023	540.00
ACH	Rainbow Resource Center	5/4/2023	77.66
ACH	Rainbow Resource Center	5/4/2023	98.14
ACH	Rainbow Resource Center	5/4/2023	46.25
ACH	Rainbow Resource Center	5/4/2023	48.28
ACH	Rainbow Resource Center	5/4/2023	54.31
ACH	Rainbow Resource Center	5/4/2023	48.17
ACH	Rainbow Resource Center	5/4/2023	148.13
ACH	Rainbow Resource Center	5/4/2023	60.52
ACH	Rainbow Resource Center	5/4/2023	59.22
ACH	Rainbow Resource Center	5/4/2023	64.29
ACH	A+ In Home Tutors, Inc	5/4/2023	490.00
ACH	Rainbow Resource Center	5/4/2023	73.25
ACH	Rainbow Resource Center	5/4/2023	64.99
ACH	Rainbow Resource Center	5/4/2023	72.36
ACH	Rainbow Resource Center	5/4/2023	70.57
ACH	Rainbow Resource Center	5/4/2023	19.16
ACH	Rainbow Resource Center	5/4/2023	22.32
ACH	Rainbow Resource Center	5/4/2023	22.32
ACH	Rainbow Resource Center	5/4/2023	36.27
ACH	Rainbow Resource Center	5/4/2023	37.67
ACH	Rainbow Resource Center	5/4/2023	64.75
ACH	A+ In Home Tutors, Inc	5/4/2023	350.00
ACH	Rainbow Resource Center	5/4/2023	37.67
ACH	Rainbow Resource Center	5/4/2023	45.83
ACH	Rainbow Resource Center	5/4/2023	39.26
ACH	Rainbow Resource Center	5/4/2023	71.71
ACH	Rainbow Resource Center	5/4/2023	101.46
ACH	Rainbow Resource Center	5/4/2023	43.00
ACH	Rainbow Resource Center	5/4/2023	68.77
ACH	Rainbow Resource Center	5/4/2023	33.90
ACH	Rainbow Resource Center	5/4/2023	63.06
ACH	Rainbow Resource Center	5/4/2023	39.77
ACH	Absolute Mathematics	5/4/2023	800.00
ACH	Rainbow Resource Center	5/4/2023	83.64
ACH	Rainbow Resource Center	5/4/2023	464.56
ACH	Rainbow Resource Center	5/4/2023	375.26
ACH	Rainbow Resource Center	5/4/2023	315.71
ACH	Rainbow Resource Center	5/4/2023	98.14
ACH	Rainbow Resource Center	5/4/2023	188.28
ACH	Rainbow Resource Center	5/4/2023	195.92
ACH	Rainbow Resource Center	5/4/2023	101.89
ACH	Rainbow Resource Center	5/4/2023	85.79
ACH	Rainbow Resource Center	5/4/2023	190.75
ACH	Al-Burooj Academy	5/4/2023	1,650.00
ACH	Rainbow Resource Center	5/4/2023	140.66
ACH	Rainbow Resource Center	5/4/2023	157.14
ACH	Rainbow Resource Center	5/4/2023	185.17
ACH	Rainbow Resource Center	5/4/2023	14.23

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Check Number	Vendor Name	Check Date	Check Amount
ACH	Rainbow Resource Center	5/4/2023	68.97
ACH	Rainbow Resource Center	5/4/2023	23.00
ACH	Rainbow Resource Center	5/4/2023	24.45
ACH	Rainbow Resource Center	5/4/2023	22.45
ACH	Rainbow Resource Center	5/4/2023	22.45
ACH	Rockin L&D Equine Education Services	5/4/2023	450.00
ACH	Alena Berg Music Studios	5/4/2023	1,200.00
ACH	Roos Music	5/4/2023	3,325.00

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Check Number	Vendor Name	Check Date	Check Amount
ACH	Samara Rice	5/4/2023	1,518.00
ACH	San Clemente Dance	5/4/2023	150.00
ACH	San Clemente Dance	5/4/2023	75.00
ACH	San Clemente Dance	5/4/2023	143.00
ACH	Sara Burdge Tutoring	5/4/2023	360.00
ACH	Sara Burdge Tutoring	5/4/2023	270.00
ACH	Sara Burdge Tutoring	5/4/2023	370.00
ACH	Sara Burdge Tutoring	5/4/2023	330.00
ACH	Sara Burdge Tutoring	5/4/2023	450.00
ACH	All About Learning Press, Inc.	5/4/2023	26.39
ACH	Savvas Learning Company LLC	5/4/2023	63.12
ACH	Savvas Learning Company LLC	5/4/2023	27.00
ACH	Savvas Learning Company LLC	5/4/2023	17.27
ACH	School of Rock Huntington Beach	5/4/2023	349.00
ACH	School Specialty	5/4/2023	62.33
ACH	SmartMuse LLC	5/4/2023	45.00
ACH	SmartMuse LLC	5/4/2023	220.00
ACH	SmartMuse LLC	5/4/2023	55.00
ACH	SmartMuse LLC	5/4/2023	55.00
ACH	SmartMuse LLC	5/4/2023	55.00
ACH	All About Learning Press, Inc.	5/4/2023	188.45
ACH	SmartMuse LLC	5/4/2023	55.00
ACH	SmartMuse LLC	5/4/2023	55.00
ACH	SmartMuse LLC	5/4/2023	55.00
ACH	SoCal Stem	5/4/2023	3,472.00
ACH	STEAM Academy LLC	5/4/2023	990.00
ACH	Suzanne Silvio	5/4/2023	120.00
ACH	Suzanne Silvio	5/4/2023	360.00
ACH	Suzanne Silvio	5/4/2023	180.00
ACH	Suzanne Silvio	5/4/2023	240.00
ACH	Suzanne Silvio	5/4/2023	60.00
ACH	All About Learning Press, Inc.	5/4/2023	61.62
ACH	Teacher Synergy, LLC	5/4/2023	20.75
ACH	Teacher Synergy, LLC	5/4/2023	14.25
ACH	Teacher Synergy, LLC	5/4/2023	71.00
ACH	Teacher Synergy, LLC	5/4/2023	128.24
ACH	Teacher Synergy, LLC	5/4/2023	5.00
ACH	Teacher Synergy, LLC	5/4/2023	44.00
ACH	Teacher Synergy, LLC	5/4/2023	30.00
ACH	Teacher Synergy, LLC	5/4/2023	38.40
ACH	Teacher Synergy, LLC	5/4/2023	13.50
ACH	Teacher Synergy, LLC	5/4/2023	139.50
ACH	All About Learning Press, Inc.	5/4/2023	61.62
ACH	Teacher Synergy, LLC	5/4/2023	1.50
ACH	Teacher Synergy, LLC	5/4/2023	2.00
ACH	Teacher Synergy, LLC	5/4/2023	210.50
ACH	Teacher Synergy, LLC	5/4/2023	12.80
ACH	Teacher Synergy, LLC	5/4/2023	52.76
ACH	Teacher Synergy, LLC	5/4/2023	171.40
ACH	Teacher Synergy, LLC	5/4/2023	169.68
ACH	Teacher Synergy, LLC	5/4/2023	224.48
ACH	Teacher Synergy, LLC	5/4/2023	18.00
ACH	Teacher Synergy, LLC	5/4/2023	9.00
ACH	All About Learning Press, Inc.	5/4/2023	29.91
ACH	Teacher Synergy, LLC	5/4/2023	132.45
ACH	Teacher Synergy, LLC	5/4/2023	228.25
ACH	Teacher Synergy, LLC	5/4/2023	35.00
ACH	Teacher Synergy, LLC	5/4/2023	266.70
ACH	Teacher Synergy, LLC	5/4/2023	5.99
ACH	The Critical Thinking Co.	5/4/2023	14.99
ACH	The Critical Thinking Co.	5/4/2023	11.99
ACH	The Music Factory LLC	5/4/2023	2,905.35
ACH	The Red Apple Project - Brittany Doan	5/4/2023	100.00
ACH	The Red Apple Project - Brittany Doan	5/4/2023	500.00
ACH	All About Learning Press, Inc.	5/4/2023	65.36
ACH	The Red Apple Project - Brittany Doan	5/4/2023	500.00
ACH	The Red Apple Project - Brittany Doan	5/4/2023	200.00
ACH	The Red Apple Project - Brittany Doan	5/4/2023	150.00
ACH	The Red Apple Project - Brittany Doan	5/4/2023	300.00
ACH	The Red Apple Project - Brittany Doan	5/4/2023	400.00
ACH	The Red Apple Project - Brittany Doan	5/4/2023	400.00
ACH	The Red Apple Project - Brittany Doan	5/4/2023	200.00
ACH	The Red Apple Project - Brittany Doan	5/4/2023	180.00
ACH	The Red Apple Project - Brittany Doan	5/4/2023	90.00
ACH	The Red Apple Project - Brittany Doan	5/4/2023	50.00
ACH	All About Learning Press, Inc.	5/4/2023	54.66
ACH	The Red Apple Project - Brittany Doan	5/4/2023	180.00
ACH	Timberdoodle.com	5/4/2023	121.14
ACH	Timberdoodle.com	5/4/2023	89.68
ACH	TLP Education	5/4/2023	180.00
ACH	TLP Education	5/4/2023	180.00
ACH	TLP Education	5/4/2023	180.00
ACH	TLP Education	5/4/2023	180.00
ACH	Touch-it Productions	5/4/2023	75.00
ACH	Tutorloo, Inc. dba Mathnasium of Seal Beach	5/4/2023	299.00
ACH	All About Learning Press, Inc.	5/4/2023	416.98
ACH	Tutorloo, Inc. dba Mathnasium of Seal Beach	5/4/2023	299.00
ACH	Vasilios Tsounis	5/4/2023	45.00
ACH	Vasilios Tsounis	5/4/2023	35.00
ACH	Vasilios Tsounis	5/4/2023	35.00
ACH	WM Music Lessons	5/4/2023	3,100.00
ACH	WM Tutoring Services	5/4/2023	1,890.00
ACH	Wonder Crate	5/4/2023	109.90
ACH	Wonder Crate	5/4/2023	109.90
ACH	All About Learning Press, Inc.	5/4/2023	210.03
ACH	All About Learning Press, Inc.	5/4/2023	83.17
ACH	All About Learning Press, Inc.	5/4/2023	182.30

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Check Number	Vendor Name	Check Date	Check Amount
ACH	All About Learning Press, Inc.	5/4/2023	54.23
ACH	All About Learning Press, Inc.	5/4/2023	117.65
ACH	All About Learning Press, Inc.	5/4/2023	118.65
ACH	All About Learning Press, Inc.	5/4/2023	182.30
ACH	All About Learning Press, Inc.	5/4/2023	89.58
ACH	Angelina L Mosley	5/4/2023	240.00
ACH	Aqua Tots LA LLC	5/4/2023	256.00
ACH	Aqua Tots ORANGE LLC	5/4/2023	1,636.00
ACH	Aqua Tots ORANGE LLC	5/4/2023	244.00
ACH	Art of Problem Solving	5/4/2023	76.53
ACH	Art of Problem Solving	5/4/2023	258.64
ACH	Art Studio Pillar	5/4/2023	100.00
ACH	Art Studio Pillar	5/4/2023	80.00
ACH	Art Studio Pillar	5/4/2023	100.00
ACH	Art Studio Pillar	5/4/2023	80.00
ACH	Art Studio Pillar	5/4/2023	80.00
ACH	Art Studio Pillar	5/4/2023	80.00
ACH	Art Studio Pillar	5/4/2023	100.00
ACH	Art Studio Pillar	5/4/2023	100.00
ACH	Art Studio Pillar	5/4/2023	100.00
ACH	AT Tustin,LLC	5/4/2023	409.00
ACH	AT Tustin,LLC	5/4/2023	244.00
ACH	AT Tustin,LLC	5/4/2023	470.00
ACH	AT Tustin,LLC	5/4/2023	128.00
ACH	AT Tustin,LLC	5/4/2023	1,040.00
ACH	AT Tustin,LLC	5/4/2023	768.00
ACH	B Rauhty Baseball	5/4/2023	1,280.00
ACH	Blake Litschke	5/4/2023	120.00
ACH	Blake Litschke	5/4/2023	60.00
ACH	Blake Litschke	5/4/2023	60.00
ACH	Blake Litschke	5/4/2023	75.00
ACH	Blake Litschke	5/4/2023	210.00
ACH	Blake Litschke	5/4/2023	90.00
ACH	Blake Litschke	5/4/2023	300.00
ACH	Blake Litschke	5/4/2023	90.00
ACH	Blake Litschke	5/4/2023	90.00
ACH	Blake Litschke	5/4/2023	60.00
ACH	Brenda Harp	5/4/2023	160.00
ACH	California Music Lessons LLC	5/4/2023	90.00
ACH	Charlot Gymnastics	5/4/2023	205.00
ACH	Charlot Gymnastics	5/4/2023	205.00
ACH	Charter Impact, Inc.	5/4/2023	83,193.00
ACH	Code Ninjas Anaheim Hills	5/4/2023	239.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/4/2023	40.00
ACH	A+ In Home Tutors, Inc	5/11/2023	490.00
ACH	A+ In Home Tutors, Inc	5/11/2023	210.00
ACH	A+ In Home Tutors, Inc	5/11/2023	210.00
ACH	A+ In Home Tutors, Inc	5/11/2023	280.00
ACH	A+ In Home Tutors, Inc	5/11/2023	490.00
ACH	Activities for Learning, Inc.	5/11/2023	14.00
ACH	Activities for Learning, Inc.	5/11/2023	159.50
ACH	Aliso Viejo Kumon	5/11/2023	1,000.00
ACH	Aliso Viejo Kumon	5/11/2023	170.00
ACH	Aliso Viejo Kumon	5/11/2023	170.00
ACH	ATC Martial Arts	5/11/2023	263.00
ACH	B Rauhty Baseball	5/11/2023	2,240.00
ACH	Cassandra Jones	5/11/2023	345.00
ACH	CMC Learning Center LLC	5/11/2023	519.00
ACH	Code Ninjas Anaheim Hills	5/11/2023	239.00
ACH	Code Ninjas Anaheim Hills	5/11/2023	339.00
ACH	Code Ninjas Anaheim Hills	5/11/2023	339.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	345.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	360.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	350.00
ACH	Aliso Viejo Kumon	5/11/2023	1,360.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	350.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	350.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	375.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	115.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	115.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	195.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	485.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	350.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	500.00
ACH	Creative Academy Tutoring Center LLC	5/11/2023	455.00
ACH	A		

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Check Number	Vendor Name	Check Date	Check Amount
ACH	David Contreras	5/11/2023	700.00
ACH	Applied Music Studio, LLC	5/11/2023	230.00
ACH	Deborah Hotchkiss	5/11/2023	2,460.00
ACH	Dejitaru Karate Dojo	5/11/2023	310.00
ACH	Dejitaru Karate Dojo	5/11/2023	100.00
ACH	Delaney Bautista	5/11/2023	840.00
ACH	Delaney Bautista	5/11/2023	400.00
ACH	EMH Sports USA, Inc.	5/11/2023	980.00
ACH	EMH Sports USA, Inc.	5/11/2023	8,415.00
ACH	Focus Dance Center	5/11/2023	85.00
ACH	Focus Dance Center	5/11/2023	85.50
ACH	Focus Dance Center	5/11/2023	95.50
ACH	Applied Music Studio, LLC	5/11/2023	185.00
ACH	Focus Dance Center	5/11/2023	325.00
ACH	Focus Dance Center	5/11/2023	325.00
ACH	Focus Dance Center	5/11/2023	160.00
ACH	Focus Dance Center	5/11/2023	95.00
ACH	Focus Dance Center	5/11/2023	205.00
ACH	Focus Dance Center	5/11/2023	205.00
ACH	Focus Dance Center	5/11/2023	205.00
ACH	Focus Dance Center	5/11/2023	205.00
ACH	Focus Dance Center	5/11/2023	50.00
ACH	Focus Dance Center	5/11/2023	95.00
ACH	Applied Music Studio, LLC	5/11/2023	185.00
ACH	Gathered Oak Farm	5/11/2023	6,195.00
ACH	Gavin Witzer Golf	5/11/2023	6,925.00
ACH	Gavin Witzer Golf	5/11/2023	1,750.00
ACH	Glee Music Academy	5/11/2023	194.00
ACH	Glee Music Academy	5/11/2023	194.00
ACH	Glee Music Academy	5/11/2023	194.00
ACH	Glee Music Academy	5/11/2023	194.00
ACH	Glee Music Academy	5/11/2023	194.00
ACH	Glee Music Academy	5/11/2023	194.00
ACH	Gregory Thornquest	5/11/2023	350.00
ACH	Applied Music Studio, LLC	5/11/2023	185.00
ACH	Gretchen McKay	5/11/2023	770.00
ACH	Gymnastics Pacifica	5/11/2023	166.00
ACH	History Unboxed LLC	5/11/2023	184.83
ACH	History Unboxed LLC	5/11/2023	126.86
ACH	History Unboxed LLC	5/11/2023	184.83
ACH	History Unboxed LLC	5/11/2023	883.57
ACH	History Unboxed LLC	5/11/2023	96.92
ACH	History Unboxed LLC	5/11/2023	68.41
ACH	History Unboxed LLC	5/11/2023	184.83
ACH	History Unboxed LLC	5/11/2023	190.09
ACH	Applied Music Studio, LLC	5/11/2023	185.00
ACH	IL-Do Taekwondo	5/11/2023	220.00
ACH	IL-Do Taekwondo	5/11/2023	220.00
ACH	IL-Do Taekwondo	5/11/2023	220.00
ACH	Imagine Achievement / Cristine Rainer	5/11/2023	4,080.00
ACH	Imagine Achievement / Cristine Rainer	5/11/2023	2,740.00
ACH	Imagine Achievement / Cristine Rainer	5/11/2023	3,040.00
ACH	Institute for Excellence in Writing	5/11/2023	173.48
ACH	Institute for Excellence in Writing	5/11/2023	219.59
ACH	Institute for Excellence in Writing	5/11/2023	64.66
ACH	Jenna Reveal-Bourcier	5/11/2023	500.00
ACH	Applied Music Studio, LLC	5/11/2023	185.00
ACH	Jenna Reveal-Bourcier	5/11/2023	480.00
ACH	Jenna Reveal-Bourcier	5/11/2023	480.00
ACH	Jenna Reveal-Bourcier	5/11/2023	480.00
ACH	Jenna Reveal-Bourcier	5/11/2023	480.00
ACH	Jenna Reveal-Bourcier	5/11/2023	480.00
ACH	Jenna Reveal-Bourcier	5/11/2023	500.00
ACH	Jenna Reveal-Bourcier	5/11/2023	500.00
ACH	Jenna Reveal-Bourcier	5/11/2023	500.00
ACH	Jill Hodges	5/11/2023	45.00
ACH	Applied Music Studio, LLC	5/11/2023	185.00
ACH	Jill Hodges	5/11/2023	58.00
ACH	Jill Hodges	5/11/2023	40.00
ACH	Jill Hodges	5/11/2023	40.00
ACH	Jill Hodges	5/11/2023	40.00
ACH	Jill Hodges	5/11/2023	40.00
ACH	Jill Hodges	5/11/2023	40.00
ACH	Karate For All	5/11/2023	350.00
ACH	Katie Kohn	5/11/2023	350.00
ACH	Katie Kohn	5/11/2023	350.00
ACH	Applied Music Studio, LLC	5/11/2023	185.00
ACH	Katie Kohn	5/11/2023	350.00
ACH	Katie Kohn	5/11/2023	350.00
ACH	Katie Kohn	5/11/2023	350.00
ACH	Katie Kohn	5/11/2023	350.00
ACH	Katie Kohn	5/11/2023	350.00
ACH	Katie Kohn	5/11/2023	350.00
ACH	Kidstir	5/11/2023	71.97
ACH	Kidstir	5/11/2023	71.97
ACH	Applied Music Studio, LLC	5/11/2023	185.00
ACH	Kidstir	5/11/2023	28.98
ACH	Kumon Center of Mission Viejo-North	5/11/2023	150.00
ACH	Kumon Huntington Beach South	5/11/2023	950.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/11/2023	175.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/11/2023	175.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/11/2023	160.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/11/2023	160.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/11/2023	180.00

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Check Number	Vendor Name	Check Date	Check Amount
ACH	Kumon Math & Reading Center of Garden Grove - West	5/11/2023	350.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/11/2023	80.00
ACH	Applied Music Studio, LLC	5/11/2023	130.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/11/2023	350.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/11/2023	80.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/11/2023	175.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/11/2023	30.00
ACH	Lani Wilkinson	5/11/2023	191.25
ACH	Lani Wilkinson	5/11/2023	573.75
ACH	Lauren Henry	5/11/2023	3,000.00
ACH	Learn with Christina	5/11/2023	150.00
ACH	Lee's Tae Kwon Do	5/11/2023	529.00
ACH	Lee's Tae Kwon Do	5/11/2023	1,546.00
ACH	Applied Music Studio, LLC	5/11/2023	130.00
ACH	Lee's Tae Kwon Do	5/11/2023	1,479.00
ACH	Liliana Harris	5/11/2023	260.00
ACH	Liliana Harris	5/11/2023	130.00
ACH	Liliana Harris	5/11/2023	125.00
ACH	Liliana Harris	5/11/2023	125.00
ACH	Lina Kumon	5/11/2023	930.00
ACH	Lina Kumon	5/11/2023	1,110.00
ACH	Madison Arena	5/11/2023	3,740.00
ACH	Mathnasium of Newport Beach	5/11/2023	250.00
ACH	Michelle Mulligan	5/11/2023	500.00
ACH	Applied Music Studio, LLC	5/11/2023	185.00
ACH	Michelle Mulligan	5/11/2023	350.00
ACH	Michelle Mulligan	5/11/2023	130.00
ACH	Michelle Mulligan	5/11/2023	130.00
ACH	Michelle Mulligan	5/11/2023	105.00
ACH	Michelle Mulligan	5/11/2023	300.00
ACH	Michelle Mulligan	5/11/2023	500.00
ACH	Michelle Mulligan	5/11/2023	500.00
ACH	Michelle Mulligan	5/11/2023	300.00
ACH	Michelle Mulligan	5/11/2023	200.00
ACH	Mr. D Math, LLC	5/11/2023	450.00
ACH	Applied Music Studio, LLC	5/11/2023	260.00
ACH	One-on-One Tutoring	5/11/2023	350.00
ACH	One-on-One Tutoring	5/11/2023	350.00
ACH	One-on-One Tutoring	5/11/2023	500.00
ACH	One-on-One Tutoring	5/11/2023	500.00
ACH	One-on-One Tutoring	5/11/2023	450.00
ACH	One-on-One Tutoring	5/11/2023	250.00
ACH	One-on-One Tutoring	5/11/2023	350.00
ACH	One-on-One Tutoring	5/11/2023	350.00
ACH	Optimus Brazilian JiuJitsu	5/11/2023	200.00
ACH	Optimus Brazilian JiuJitsu	5/11/2023	360.00
ACH	April Sanchez	5/11/2023	275.00
ACH	Pacific Coast Academy	5/11/2023	93,994.80
ACH	Pacific Coast Academy	5/11/2023	6,188.80
ACH	Pakua LLC	5/11/2023	149.00
ACH	Pakua LLC	5/11/2023	149.00
ACH	Pakua LLC	5/11/2023	149.00
ACH	Pakua LLC	5/11/2023	249.00
ACH	Pakua LLC	5/11/2023	249.00
ACH	Peace Hill Press, Inc. dba Well Trained Mind Press	5/11/2023	91.85
ACH	Peace Hill Press, Inc. dba Well Trained Mind Press	5/11/2023	109.85
ACH	Peace Hill Press, Inc. dba Well Trained Mind Press	5/11/2023	187.60
ACH	Aqua Tots LA LLC	5/11/2023	349.00
ACH	PresenceLearning, Inc.	5/11/2023	70,239.93
ACH	Private Tutoring with Alexandra	5/11/2023	100.00
ACH	Private Tutoring with Alexandra	5/11/2023	100.00
ACH	Rainbow Resource Center	5/11/2023	136.57
ACH	Rainbow Resource Center	5/11/2023	149.54
ACH	Rainbow Resource Center	5/11/2023	207.81
ACH	Rainbow Resource Center	5/11/2023	163.80
ACH	Rainbow Resource Center	5/11/2023	295.28
ACH	Rainbow Resource Center	5/11/2023	149.54
ACH	Rainbow Resource Center	5/11/2023	130.63
ACH	Aqua Tots LA LLC	5/11/2023	256.00
ACH	Rainbow Resource Center	5/11/2023	319.50
ACH	Rainbow Resource Center	5/11/2023	78.52
ACH	Rainbow Resource Center	5/11/2023	148.77
ACH	Rainbow Resource Center	5/11/2023	192.35
ACH	Rainbow Resource Center	5/11/2023	71.15
ACH	Rainbow Resource Center	5/11/2023	38.15
ACH	Rainbow Resource Center	5/11/2023	22.42
ACH	Rainbow Resource Center	5/11/2023	181.63
ACH	Rainbow Resource Center	5/11/2023	18.38
ACH	Rainbow Resource Center	5/11/2023	123.56
ACH	Aqua Tots LA LLC	5/11/2023	488.00
ACH	Rainbow Resource Center	5/11/2023	110.65
ACH	Rainbow Resource Center	5/11/2023	141.30
ACH	Rainbow Resource Center	5/11/2023	202.95
ACH	Rainbow Resource Center	5/11/2023	151.46
ACH	Rainbow Resource Center	5/11/2023	73.47
ACH	Rainbow Resource Center	5/11/2023	350.35
ACH	Rainbow Resource Center	5/11/2023	208.23
ACH	Riffs Music Enterprise Inc. dba Riff Music	5/11/2023	1,300.00
ACH	Roos Music	5/11/2023	745.00
ACH	San Clemente Dance	5/11/2023	75.00
ACH	Aqua Tots LA LLC	5/11/2023	732.00
ACH	San Clemente Dance	5/11/2023	75.00
ACH	San Clemente Dance	5/11/2023	75.00
ACH	San Clemente Dance	5/11/2023	285.00
ACH	San Clemente Dance	5/11/2023	60.00
ACH	San Clemente Dance	5/11/2023	225.00
ACH	San Clemente Dance	5/11/2023	75.00
ACH	San Clemente Dance	5/11/2023	75.00

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Check Number	Vendor Name	Check Date	Check Amount
ACH	San Clemente Dance	5/11/2023	75.00
ACH	San Clemente Surf Club	5/11/2023	240.00
ACH	Savvas Learning Company LLC	5/11/2023	41.12
ACH	Aqua Tots LA LLC	5/11/2023	128.00
ACH	SmartMuse LLC	5/11/2023	185.00
ACH	SmartMuse LLC	5/11/2023	85.00
ACH	SmartMuse LLC	5/11/2023	85.00
ACH	SmartMuse LLC	5/11/2023	500.00
ACH	SmartMuse LLC	5/11/2023	160.00
ACH	SmartMuse LLC	5/11/2023	195.00
ACH	SmartMuse LLC	5/11/2023	315.00
ACH	SmartMuse LLC	5/11/2023	55.00
ACH	Soul and Bones	5/11/2023	760.00
ACH	Success 4 Hoopz	5/11/2023	400.00
ACH	Aqua Tots LA LLC	5/11/2023	698.00
ACH	Suzanne Silvio	5/11/2023	360.00
ACH	Sydney Zuccolotto	5/11/2023	200.00
ACH	Sydney Zuccolotto	5/11/2023	200.00
ACH	Sydney Zuccolotto	5/11/2023	240.00
ACH	Sydney Zuccolotto	5/11/2023	50.00
ACH	Sydney Zuccolotto	5/11/2023	200.00
ACH	Sydney Zuccolotto	5/11/2023	160.00
ACH	Sydney Zuccolotto	5/11/2023	50.00
ACH	Sydney Zuccolotto	5/11/2023	320.00
ACH	Sydney Zuccolotto	5/11/2023	160.00
ACH	Aqua Tots LA LLC	5/11/2023	349.00
ACH	Sydney Zuccolotto	5/11/2023	320.00
ACH	Sydney Zuccolotto	5/11/2023	320.00
ACH	Sydney Zuccolotto	5/11/2023	200.00
ACH	Sydney Zuccolotto	5/11/2023	200.00
ACH	Sydney Zuccolotto	5/11/2023	240.00
ACH	Sydney Zuccolotto	5/11/2023	320.00
ACH	Sydney Zuccolotto	5/11/2023	200.00
ACH	Sydney Zuccolotto	5/11/2023	200.00
ACH	Sydney Zuccolotto	5/11/2023	320.00
ACH	Aqua Tots LA LLC	5/11/2023	128.00
ACH	Sydney Zuccolotto	5/11/2023	160.00
ACH	Teacher Synergy, LLC	5/11/2023	26.20
ACH	Teacher Synergy, LLC	5/11/2023	180.00
ACH	Teacher Synergy, LLC	5/11/2023	87.50
ACH	Teacher Synergy, LLC	5/11/2023	69.00
ACH	Teacher Synergy, LLC	5/11/2023	20.00
ACH	Teacher Synergy, LLC	5/11/2023	89.13
ACH	Teacher Synergy, LLC	5/11/2023	15.00
ACH	Teacher Synergy, LLC	5/11/2023	21.94
ACH	Teacher Synergy, LLC	5/11/2023	10.00
ACH	Aqua Tots LA LLC	5/11/2023	128.00
ACH	Teacher Synergy, LLC	5/11/2023	5.00
ACH	Teacher Synergy, LLC	5/11/2023	28.37
ACH	Teacher Synergy, LLC	5/11/2023	5.50
ACH	Teacher Synergy, LLC	5/11/2023	1.85
ACH	Teacher Synergy, LLC	5/11/2023	100.75
ACH	Teacher Synergy, LLC	5/11/2023	7.50
ACH	Teacher Synergy, LLC	5/11/2023	602.61
ACH	Teacher Synergy, LLC	5/11/2023	30.99
ACH	Teacher Synergy, LLC	5/11/2023	60.50
ACH	Teacher Synergy, LLC	5/11/2023	100.40
ACH	Aqua Tots LA LLC	5/11/2023	256.00
ACH	Teacher Synergy, LLC	5/11/2023	7.25
ACH	Teacher Synergy, LLC	5/11/2023	31.97
ACH	Teacher Synergy, LLC	5/11/2023	7.25
ACH	Teacher Synergy, LLC	5/11/2023	12.00
ACH	Teacher Synergy, LLC	5/11/2023	13.65
ACH	Teacher Synergy, LLC	5/11/2023	3.00
ACH	Teacher Synergy, LLC	5/11/2023	97.44
ACH	Teacher Synergy, LLC	5/11/2023	1.00
ACH	Teacher Synergy, LLC	5/11/2023	75.00
ACH	Teacher Synergy, LLC	5/11/2023	285.00
ACH	Aqua Tots LA LLC	5/11/2023	256.00
ACH	Teacher Synergy, LLC	5/11/2023	7.99
ACH	Timberdoodle.com	5/11/2023	129.53
ACH	Timberdoodle.com	5/11/2023	77.01
ACH	Touch-it Productions	5/11/2023	75.00
ACH	ULINE	5/11/2023	845.09
ACH	Amazon Capital Services	5/11/2023	91,589.25
ACH	Aqua Tots LA LLC	5/11/2023	256.00
ACH	Aqua Tots LA LLC	5/11/2023	349.00
ACH	Aqua Tots LA LLC	5/11/2023	128.00
ACH	Aqua Tots LA LLC	5/11/2023	128.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	642.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	128.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	128.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	128.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	360.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	244.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	244.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	488.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	244.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	128.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	265.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	358.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	360.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	244.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	476.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	128.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	128.00
ACH	Aqua Tots ORANGE LLC	5/11/2023	128.00

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Cabrillo Point Academy

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For the period ended May 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
ACH	Gymnastics Pacifica	5/18/2023	166.00
ACH	Gymnastics Pacifica	5/18/2023	88.00
ACH	Gymnastics Pacifica	5/18/2023	88.00
ACH	Hart Academy of Dance	5/18/2023	203.00
ACH	Hart Academy of Dance	5/18/2023	190.00
ACH	Hart Academy of Dance	5/18/2023	64.00
ACH	Applied Music Studio, LLC	5/18/2023	130.00
ACH	Hart Academy of Dance	5/18/2023	152.00
ACH	Hart Academy of Dance	5/18/2023	476.00
ACH	Hart Academy of Dance	5/18/2023	346.00
ACH	Hart Academy of Dance	5/18/2023	64.00
ACH	Hart Academy of Dance	5/18/2023	64.00
ACH	Hart Academy of Dance	5/18/2023	103.00
ACH	Hart Academy of Dance	5/18/2023	103.00
ACH	Hart Academy of Dance	5/18/2023	64.00
ACH	Hart Academy of Dance	5/18/2023	64.00
ACH	Hart Academy of Dance	5/18/2023	103.00
ACH	Applied Music Studio, LLC	5/18/2023	37.50
ACH	Hart Academy of Dance	5/18/2023	103.00
ACH	Hart Academy of Dance	5/18/2023	103.00
ACH	Hart Academy of Dance	5/18/2023	236.00
ACH	Hart Academy of Dance	5/18/2023	226.00
ACH	Hart Academy of Dance	5/18/2023	137.00
ACH	Hart Academy of Dance	5/18/2023	256.00
ACH	Hart Academy of Dance	5/18/2023	266.00
ACH	Hart Academy of Dance	5/18/2023	152.00
ACH	History Unboxed LLC	5/18/2023	161.83
ACH	History Unboxed LLC	5/18/2023	182.70
ACH	Applied Music Studio, LLC	5/18/2023	100.00
ACH	Hope Ranch LLC	5/18/2023	240.00
ACH	HopSkipDrive, Inc.	5/18/2023	986.56
ACH	HopSkipDrive, Inc.	5/18/2023	381.29
ACH	Jade Cronkhite	5/18/2023	350.00
ACH	Jenny Tu	5/18/2023	2,115.00
ACH	Confidential	5/18/2023	2,835.00
ACH	Confidential	5/18/2023	580.00
ACH	Justyna Ponulak	5/18/2023	150.00
ACH	Kara A. Ahmann	5/18/2023	775.00
ACH	Karate For All	5/18/2023	140.00
ACH	Applied Music Studio, LLC	5/18/2023	100.00
ACH	Karate For All	5/18/2023	147.50
ACH	Karate For All	5/18/2023	140.00
ACH	Karate For All	5/18/2023	130.00
ACH	Karate For All	5/18/2023	200.00
ACH	Karate For All	5/18/2023	140.00
ACH	Karate For All	5/18/2023	75.00
ACH	Karate For All	5/18/2023	150.00
ACH	Karate For All	5/18/2023	150.00
ACH	Karate For All	5/18/2023	150.00
ACH	Karate For All	5/18/2023	150.00
ACH	Applied Music Studio, LLC	5/18/2023	100.00
ACH	Karate For All	5/18/2023	150.00
ACH	Karate For All	5/18/2023	220.00
ACH	Karate For All	5/18/2023	180.00
ACH	Karate For All	5/18/2023	150.00
ACH	Karate For All	5/18/2023	130.00
ACH	Karate For All	5/18/2023	200.00
ACH	Karate For All	5/18/2023	180.00
ACH	Karate For All	5/18/2023	35.00
ACH	Kathleen Elliott	5/18/2023	220.00
ACH	Kathleen Elliott	5/18/2023	440.00
ACH	Applied Music Studio, LLC	5/18/2023	100.00
ACH	Kathleen Elliott	5/18/2023	220.00
ACH	Kathleen Elliott	5/18/2023	220.00
ACH	Kathleen Elliott	5/18/2023	220.00
ACH	Kathleen Elliott	5/18/2023	220.00
ACH	Kidtir	5/18/2023	23.99
ACH	KiwiCo, Inc.	5/18/2023	13,723.49
ACH	KiwiCo, Inc.	5/18/2023	1,671.99
ACH	Laura Guerrero	5/18/2023	105.00
ACH	Laura Guerrero	5/18/2023	140.00
ACH	Laura Guerrero	5/18/2023	105.00
ACH	Applied Music Studio, LLC	5/18/2023	100.00
ACH	Laura Guerrero	5/18/2023	140.00
ACH	Lee's Taekwondo-Laguna Hills	5/18/2023	1,155.00
ACH	Localipsum	5/18/2023	3,100.10
ACH	Logic of English	5/18/2023	316.43
ACH	Logic of English	5/18/2023	243.95
ACH	Logic of English	5/18/2023	141.06
ACH	Magic Steps Studios	5/18/2023	900.00
ACH	Magic Steps Studios	5/18/2023	300.00
ACH	Martial Arts USA	5/18/2023	747.00
ACH	Mary Rose Anderson	5/18/2023	1,230.00
ACH	Applied Music Studio, LLC	5/18/2023	100.00
ACH	Mathnasium of Anaheim Hills	5/18/2023	2,392.00
ACH	MEL Science U.S., LLC	5/18/2023	299.50
ACH	Miwako Watanabe of Studio Mieux-Mieux	5/18/2023	372.00
ACH	MusicPaige Studio	5/18/2023	3,161.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	112.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	369.80
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	274.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	375.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	104.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	270.00
ACH	April Sanchez	5/18/2023	275.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	130.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	104.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	92.00

Cabrillo Point Academy

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Check Number	Vendor Name	Check Date	Check Amount
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	68.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	140.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	130.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	130.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	130.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	104.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	104.00
ACH	April Stone	5/18/2023	720.00
ACH	OC All Stars Cheer & Dance, Inc	5/18/2023	60.00
ACH	Pacific Coast Academy	5/18/2023	4,844.80
ACH	Pacific Coast Academy	5/18/2023	786.67
ACH	Peace Hill Press, Inc. dba Well Trained Mind Press	5/18/2023	125.80
ACH	Phoenix Feather Academy of Music	5/18/2023	3,004.00
ACH	Phoenix Feather Academy of Music	5/18/2023	1,991.00
ACH	Pony Hayvin Ranch	5/18/2023	187.50
ACH	Pony Hayvin Ranch	5/18/2023	187.50
ACH	Pony Hayvin Ranch	5/18/2023	187.50
ACH	Pony Hayvin Ranch	5/18/2023	250.00
ACH	Aqua Tots ORANGE LLC	5/18/2023	232.00
ACH	Prestige Martial Arts	5/18/2023	1,112.00
ACH	Rainbow Resource Center	5/18/2023	174.27
ACH	Rainbow Resource Center	5/18/2023	241.46
ACH	Rainbow Resource Center	5/18/2023	145.30
ACH	Rainbow Resource Center	5/18/2023	37.13
ACH	Rainbow Resource Center	5/18/2023	199.56
ACH	Riffs Music Enterprise Inc. dba Riff Music	5/18/2023	1,040.00
ACH	Robin Young	5/18/2023	6,490.00
ACH	Roos Music	5/18/2023	5,290.00
ACH	Roos Music	5/18/2023	5,250.00
ACH	Aqua Tots ORANGE LLC	5/18/2023	232.00
ACH	Roos Music	5/18/2023	5,250.00
ACH	Roos Music	5/18/2023	5,425.00
ACH	Roos Music	5/18/2023	2,100.00
ACH	RSM Singers Company	5/18/2023	350.00
ACH	Samara Rice	5/18/2023	759.00
ACH	San Clemente Dance	5/18/2023	45.00
ACH	San Clemente Dance	5/18/2023	60.00
ACH	Scholar LLC	5/18/2023	350.00
ACH	School of Rock Huntington Beach	5/18/2023	5,899.10
ACH	School of Rock Santa Ana	5/18/2023	1,550.00
ACH	Art Studio Pillar	5/18/2023	100.00
ACH	School Specialty	5/18/2023	111.84
ACH	Soaring Minds Education, LLC	5/18/2023	1,825.00
ACH	SoCal Performing Arts Academy, LLC	5/18/2023	110.00
ACH	SoCal Stem	5/18/2023	300.00
ACH	South County Tutoring	5/18/2023	4,274.00
ACH	Spanish Advantage	5/18/2023	187.50
ACH	Spanish Time 123	5/18/2023	1,890.00
ACH	Suzanne Silvio	5/18/2023	150.00
ACH	Tara Star Tutoring	5/18/2023	990.00
ACH	Teacher Synergy, LLC	5/18/2023	166.09
ACH	Art Studio Pillar	5/18/2023	80.00
ACH	Teacher Synergy, LLC	5/18/2023	34.24
ACH	Teacher Synergy, LLC	5/18/2023	123.19
ACH	Teacher Synergy, LLC	5/18/2023	99.50
ACH	Pooja Lakhia	5/18/2023	2,695.00
ACH	The Red Apple Project - Brittany Doan	5/18/2023	100.00
ACH	The Red Apple Project - Brittany Doan	5/18/2023	500.00
ACH	The Red Apple Project - Brittany Doan	5/18/2023	100.00
ACH	The Red Apple Project - Brittany Doan	5/18/2023	400.00
ACH	The Red Apple Project - Brittany Doan	5/18/2023	300.00
ACH	The Red Apple Project - Brittany Doan	5/18/2023	400.00
ACH	Art Studio Pillar	5/18/2023	80.00
ACH	The Red Apple Project - Brittany Doan	5/18/2023	150.00
ACH	The Red Apple Project - Brittany Doan	5/18/2023	500.00
ACH	Touch-it Productions	5/18/2023	75.00
ACH	Tutoring Club of Fallbrook	5/18/2023	1,500.00
ACH	Tutorloo, Inc. dba Mathnasium of Seal Beach	5/18/2023	299.00
ACH	Tutorloo, Inc. dba Mathnasium of Seal Beach	5/18/2023	299.00
ACH	Tutorloo, Inc. dba Mathnasium of Seal Beach	5/18/2023	299.00
ACH	Tutorloo, Inc. dba Mathnasium of Seal Beach	5/18/2023	299.00
ACH	Tutorloo, Inc. dba Mathnasium of Seal Beach	5/18/2023	299.00
ACH	Tutorloo, Inc. dba Mathnasium of Seal Beach	5/18/2023	299.00
ACH	Art Studio Pillar	5/18/2023	100.00
ACH	Tutorloo, Inc. dba Mathnasium of Seal Beach	5/18/2023	299.00
ACH	Tutorloo, Inc. dba Mathnasium of Seal Beach	5/18/2023	299.00
ACH	United Studios - RSM LLC	5/18/2023	765.00
ACH	United Studios - RSM LLC	5/18/2023	1,275.00
ACH	United Studios - RSM LLC	5/18/2023	765.00
ACH	United Studios of Self Defense	5/18/2023	265.00
ACH	United Studios of Self Defense	5/18/2023	265.00
ACH	United Studios of Self Defense	5/18/2023	265.00
ACH	Vasilios Tsounis	5/18/2023	45.00
ACH	Vasilios Tsounis	5/18/2023	45.00
ACH	Art Studio Pillar	5/18/2023	100.00
ACH	Vasilios Tsounis	5/18/2023	45.00
ACH	Webreak Hip-Hop Dance Company	5/18/2023	400.00
ACH	Webreak Hip-Hop Dance Company	5/18/2023	320.00
ACH	Webreak Hip-Hop Dance Company	5/18/2023	320.00
ACH	Webreak Hip-Hop Dance Company	5/18/2023	110.00
ACH	Webreak Hip-Hop Dance Company	5/18/2023	110.00
ACH	Webreak Hip-Hop Dance Company	5/18/2023	110.00
ACH	Webreak Hip-Hop Dance Company	5/18/2023	110.00
ACH	Webreak Hip-Hop Dance Company	5/18/2023	110.00
ACH	Webreak Hip-Hop Dance Company	5/18/2023	110.00
ACH	B Rauhty Baseball	5/18/2023	160.00
ACH	Webreak Hip-Hop Dance Company	5/18/2023	110.00
ACH	Webreak Hip-Hop Dance Company	5/18/2023	110.00

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Check Number	Vendor Name	Check Date	Check Amount
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	65.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	65.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	65.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	65.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	65.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	65.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	80.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	80.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	80.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	80.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	80.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	80.00
ACH	Mrs. Thompson's Learning Lounge	5/18/2023	320.00
ACH	Jack Lazenby	5/24/2023	1,300.00
ACH	Amazon Capital Services	5/25/2023	97,895.87
ACH	Amazon Capital Services	5/25/2023	7,590.66
ACH	Amazon Capital Services	5/25/2023	24,960.80
ACH	Amazon Capital Services	5/25/2023	2,873.71
ACH	Amazon Capital Services	5/25/2023	77,930.12
ACH	Anthony Young	5/25/2023	2,646.00
ACH	Anthony Young	5/25/2023	2,563.00
ACH	Aqua Tots LA LLC	5/25/2023	128.00
ACH	Aqua Tots ORANGE LLC	5/25/2023	128.00
ACH	Blackbelt Collective Krav Maga LLC	5/25/2023	2,542.00
ACH	Mission Vista Academy	5/25/2023	2,779.73
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	20.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Blossom Hill Ranch, LLC	5/25/2023	1,330.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Mrs. Thompson's Learning Lounge	5/25/2023	40.00
ACH	Ninja Movement OC North LLC	5/25/2023	240.00
ACH	Peter Brown Piano Studio	5/25/2023	840.00
ACH	Portal Languages - Costa Mesa	5/25/2023	30.00
ACH	Rainbow Resource Center	5/25/2023	44.65
ACH	Rainbow Resource Center	5/25/2023	40.22
ACH	Blue Buoy Swim School, Inc.	5/25/2023	7,615.00
ACH	Rainbow Resource Center	5/25/2023	60.15
ACH	Rainbow Resource Center	5/25/2023	61.32
ACH	San Clemente Dance	5/25/2023	160.00
ACH	San Clemente Surf Club	5/25/2023	160.00
ACH	San Clemente Surf Club	5/25/2023	960.00
ACH	San Clemente Surf Club	5/25/2023	1,360.00
ACH	San Clemente Surf Club	5/25/2023	2,180.00
ACH	San Clemente Surf Club	5/25/2023	1,020.00
ACH	San Clemente Surf Club	5/25/2023	1,040.00
ACH	San Clemente Surf Club	5/25/2023	1,540.00
ACH	California Music Lessons LLC	5/25/2023	1,080.00
ACH	San Clemente Surf Club	5/25/2023	780.00
ACH	Sand n Straw, LLC	5/25/2023	1,113.07
ACH	School of Rock Huntington Beach	5/25/2023	3,633.10
ACH	School Specialty	5/25/2023	523.99
ACH	School Specialty	5/25/2023	343.83
ACH	Soaring Chicken Farm Ministry	5/25/2023	1,050.00
ACH	Soul and Bones	5/25/2023	760.00
ACH	Soul and Bones	5/25/2023	105.00
ACH	Spanish Advantage	5/25/2023	960.00
ACH	STEAM Academy LLC	5/25/2023	1,240.00
ACH	California Music Lessons LLC	5/25/2023	622.00
ACH	Sydney Zuccolotto	5/25/2023	80.00
ACH	Tara Star Tutoring	5/25/2023	990.00
ACH	Teacher Synergy, LLC	5/25/2023	65.00
ACH	Teacher Synergy, LLC	5/25/2023	14.49
ACH	Teacher Synergy, LLC	5/25/2023	40.75
ACH	The Music Factory LLC	5/25/2023	4,585.00
ACH	The Sk8 Coach LLC	5/25/2023	2,140.00
ACH	Timberdoodle.com	5/25/2023	289.57
ACH	Timberdoodle.com	5/25/2023	292.83
ACH	Timberdoodle.com	5/25/2023	171.82
ACH	Charlot Gymnastics	5/25/2023	205.00
ACH	Timberdoodle.com	5/25/2023	110.42
ACH	Timberdoodle.com	5/25/2023	98.84
ACH	Touch-it Productions	5/25/2023	75.00
ACH	Touch-it Productions	5/25/2023	75.00
ACH	Touch-it Productions	5/25/2023	75.00
ACH	Vasilios Tsounis	5/25/2023	35.00
ACH	Vasilios Tsounis	5/25/2023	35.00
ACH	Vasilios Tsounis	5/25/2023	35.00
ACH	Vasilios Tsounis	5/25/2023	35.00
ACH	Vasilios Tsounis	5/25/2023	35.00

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Check Number	Vendor Name	Check Date	Check Amount
ACH	Code Ninjas Anaheim Hills	5/25/2023	239.00
ACH	Vasillos Tsounis	5/25/2023	35.00
ACH	Ziggy's Tutoring	5/25/2023	240.00
ACH	Code Ninjas Anaheim Hills	5/25/2023	339.00
ACH	Costa Mesa Math Center, LLC dba Mathnasium of South Costa Mesa	5/25/2023	240.00
ACH	Dance Works	5/25/2023	1,442.00
ACH	Dancing Keys Music Studio	5/25/2023	162.00
ACH	Dancing Keys Music Studio	5/25/2023	232.00
ACH	Dancing Keys Music Studio	5/25/2023	232.00
ACH	Dancing Keys Music Studio	5/25/2023	232.00
ACH	Dancing Keys Music Studio	5/25/2023	145.80
ACH	Dancing Keys Music Studio	5/25/2023	162.00
ACH	Dancing Keys Music Studio	5/25/2023	232.00
ACH	Dancing Keys Music Studio	5/25/2023	208.00
ACH	Dejitaru Karate Dojo	5/25/2023	430.00
ACH	Dejitaru Karate Dojo	5/25/2023	100.00
ACH	Earthroots Field School	5/25/2023	160.00
ACH	Earthroots Field School	5/25/2023	160.00
ACH	Earthroots Field School	5/25/2023	1,400.00
ACH	EMH Sports USA, Inc.	5/25/2023	7,140.00
ACH	Eric Abrahamson	5/25/2023	105.00
ACH	Eric Abrahamson	5/25/2023	140.00
ACH	Eric Abrahamson	5/25/2023	140.00
ACH	Excellent Learning LLC dba Code Ninjas Newport Beach	5/25/2023	199.00
ACH	Excellent Learning LLC dba Code Ninjas Newport Beach	5/25/2023	199.00
ACH	Excellent Learning LLC dba Code Ninjas Newport Beach	5/25/2023	199.00
ACH	Excellent Learning LLC dba Code Ninjas Newport Beach	5/25/2023	199.00
ACH	Excellent Learning LLC dba Code Ninjas Newport Beach	5/25/2023	199.00
ACH	Excellent Learning LLC dba Code Ninjas Newport Beach	5/25/2023	199.00
ACH	Excellent Learning LLC dba Code Ninjas Newport Beach	5/25/2023	199.00
ACH	Excellent Learning LLC dba Code Ninjas Newport Beach	5/25/2023	199.00
ACH	Five Star Taekwondo	5/25/2023	120.00
ACH	Frazier Martial Arts	5/25/2023	557.00
ACH	Gang of Arrows	5/25/2023	1,768.50
ACH	Gracie Barra RSM	5/25/2023	597.00
ACH	Gracie Barra RSM	5/25/2023	822.00
ACH	Gracie Barra RSM	5/25/2023	597.00
ACH	Gracie Barra RSM	5/25/2023	1,098.00
ACH	Gracie Barra RSM	5/25/2023	899.00
ACH	Gracie Barra RSM	5/25/2023	597.00
ACH	Gracie Barra RSM	5/25/2023	358.00
ACH	Gracie Barra RSM	5/25/2023	597.00
ACH	Gracie Barra RSM	5/25/2023	597.00
ACH	Gracie Barra RSM	5/25/2023	398.00
ACH	Gracie Barra RSM	5/25/2023	358.00
ACH	Head, Heart, and Hands	5/25/2023	17,875.00
ACH	History Unboxed LLC	5/25/2023	242.78
ACH	History Unboxed LLC	5/25/2023	68.41
ACH	History Unboxed LLC	5/25/2023	68.41
ACH	History Unboxed LLC	5/25/2023	126.86
ACH	Incident IQ, LLC	5/25/2023	351.71
ACH	Institute for Excellence in Writing	5/25/2023	33.40
ACH	Interval Music, LLC	5/25/2023	12,512.50
ACH	Jack Lazenby	5/25/2023	760.00
ACH	Jennifer Guitron	5/25/2023	100.00
ACH	Jennifer Guitron	5/25/2023	360.00
ACH	Jennifer Guitron	5/25/2023	280.00
ACH	Jennifer Guitron	5/25/2023	320.00
ACH	Jill Hodges	5/25/2023	40.00
ACH	Jodi Elmore	5/25/2023	250.00
ACH	Joycelyn Choo	5/25/2023	250.00
ACH	Karate For All	5/25/2023	150.00
ACH	Karate For All	5/25/2023	220.00
ACH	Karate For All	5/25/2023	35.00
ACH	Kids Korner Explorers	5/25/2023	200.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/25/2023	175.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/25/2023	175.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/25/2023	160.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/25/2023	160.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/25/2023	60.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/25/2023	350.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/25/2023	350.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/25/2023	175.00
ACH	Kumon Math & Reading Center of Garden Grove - West	5/25/2023	50.00
ACH	Law Office of Jennifer McQuarrie	5/25/2023	418.00
ACH	Lenore Johnson	5/25/2023	182.00
ACH	Lessons By Design	5/25/2023	250.00
ACH	Liz Wickham Piano Teacher - San Juan Capistrano	5/25/2023	35.00
ACH	Logic of English	5/25/2023	235.35
ACH	Magic Steps Studios	5/25/2023	300.00
ACH	MEL Science U.S., LLC	5/25/2023	299.50
ACH	MEL Science U.S., LLC	5/25/2023	468.49
ACH	Michelle Choudhary	5/25/2023	700.00
ACH	Mission Vista Academy	5/25/2023	1,160.00
ACH	Lively Inc.	5/1/2023	206.01
ACH	Lively Inc.	5/2/2023	50.00
ACH	San Diego County Superintendent of Schools	5/3/2023	501,224.99
ACH	Lively Inc.	5/4/2023	80.28
ACH	Divvy Credit 1 LLC	5/5/2023	31,095.69
ACH	Lively Inc.	5/9/2023	357.12
ACH	Lively Inc.	5/10/2023	1,774.84
ACH	Lively Inc.	5/12/2023	158.01
ACH	Divvy Credit 1 LLC	5/12/2023	15,031.05
ACH	Lively Inc.	5/15/2023	50.00
ACH	Lively Inc.	5/15/2023	4,653.59
ACH	Lively Inc.	5/16/2023	248.70

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
ACH	Lively Inc.	5/16/2023	651.00
ACH	Lively Inc.	5/17/2023	90.05
ACH	San Diego County Superintendent of Schools	5/17/2023	89.78
ACH	Divvy Credit 1 LLC	5/19/2023	7,456.53
ACH	Lively Inc.	5/22/2023	222.43
ACH	Lively Inc.	5/23/2023	817.25
ACH	Lively Inc.	5/24/2023	22.83
ACH	San Diego County Superintendent of Schools	5/24/2023	0.71
ACH	Lively Inc.	5/26/2023	37.66
ACH	Divvy Credit 1 LLC	5/26/2023	6,641.12
ACH	Lively Inc.	5/30/2023	308.33
ACH	Lively Inc.	5/31/2023	<u>4,653.59</u>

Total Disbursements in May \$ 3,711,814.58

Cabrillo Point Academy

Accounts Payable Aging

May 31, 2023

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
A+ In Home Tutors, Inc	1027382	3/28/2023	4/27/2023	\$ -	-	\$ 280	\$ -	\$ -	\$ 280
A+ In Home Tutors, Inc	1027842	3/29/2023	4/28/2023	-	-	490	-	-	490
A+ In Home Tutors, Inc	103332	5/18/2023	6/17/2023	140	-	-	-	-	140
A+ In Home Tutors, Inc	103334	5/18/2023	6/17/2023	140	-	-	-	-	140
A+ In Home Tutors, Inc	103338	5/18/2023	6/17/2023	210	-	-	-	-	210
A+ In Home Tutors, Inc	103340	5/18/2023	6/17/2023	210	-	-	-	-	210
A+ In Home Tutors, Inc	103348	5/18/2023	6/17/2023	140	-	-	-	-	140
A+ In Home Tutors, Inc	103350	5/18/2023	6/17/2023	210	-	-	-	-	210
A+ In Home Tutors, Inc	103355	5/18/2023	6/17/2023	280	-	-	-	-	280
A+ In Home Tutors, Inc	103366	5/18/2023	6/17/2023	210	-	-	-	-	210
A+ In Home Tutors, Inc	103368	5/18/2023	6/17/2023	280	-	-	-	-	280
A+ In Home Tutors, Inc	103369	5/18/2023	6/17/2023	210	-	-	-	-	210
A+ In Home Tutors, Inc	103370	5/18/2023	6/17/2023	210	-	-	-	-	210
A+ In Home Tutors, Inc	103373	5/18/2023	6/17/2023	210	-	-	-	-	210
A+ In Home Tutors, Inc	103377	5/18/2023	6/17/2023	140	-	-	-	-	140
A+ In Home Tutors, Inc	103378	5/18/2023	6/17/2023	280	-	-	-	-	280
A+ In Home Tutors, Inc	103380	5/18/2023	6/17/2023	210	-	-	-	-	210
A+ In Home Tutors, Inc	103382	5/18/2023	6/17/2023	140	-	-	-	-	140
A+ In Home Tutors, Inc	103384	5/18/2023	6/17/2023	140	-	-	-	-	140
A+ In Home Tutors, Inc	103394	5/18/2023	6/17/2023	210	-	-	-	-	210
A+ In Home Tutors, Inc	103395	5/18/2023	6/17/2023	280	-	-	-	-	280
A+ In Home Tutors, Inc	103398	5/18/2023	6/17/2023	(130)	-	-	-	-	(130)
A+ In Home Tutors, Inc	103426	5/18/2023	6/17/2023	140	-	-	-	-	140
A+ In Home Tutors, Inc	103435	5/18/2023	6/17/2023	140	-	-	-	-	140
A+ In Home Tutors, Inc	103437	5/18/2023	6/17/2023	140	-	-	-	-	140
A+ In Home Tutors, Inc	103438	5/18/2023	6/17/2023	140	-	-	-	-	140
A+ In Home Tutors, Inc	103439	5/18/2023	6/17/2023	140	-	-	-	-	140
A+ In Home Tutors, Inc	103446	5/18/2023	6/17/2023	140	-	-	-	-	140
Agility Kids, LLC	4/1/2023AB	5/3/2023	6/2/2023	103	-	-	-	-	103
Aidas Rekllys	0519230106	5/6/2023	6/5/2023	399	-	-	-	-	399
Angela Box	1033	5/17/2023	6/16/2023	500	-	-	-	-	500
ArcheryChamps dba Champs Universal	0924	3/31/2023	4/30/2023	-	-	5,902	-	-	5,902
Art & Soul Collective	502	5/16/2023	6/15/2023	230	-	-	-	-	230
Art & Soul Collective	503	5/16/2023	6/15/2023	220	-	-	-	-	220
Art & Soul Collective	504	5/16/2023	6/15/2023	220	-	-	-	-	220
Art & Soul Collective	505	5/16/2023	6/15/2023	220	-	-	-	-	220
Art & Soul Collective	506	5/16/2023	6/15/2023	42	-	-	-	-	42
Art & Soul Collective	507	5/16/2023	6/15/2023	220	-	-	-	-	220
Art & Soul Collective	508	5/16/2023	6/15/2023	42	-	-	-	-	42
Art & Soul Collective	509	5/16/2023	6/15/2023	42	-	-	-	-	42
Art & Soul Collective	510	5/16/2023	6/15/2023	240	-	-	-	-	240
Art & Soul Collective	511	5/16/2023	6/15/2023	220	-	-	-	-	220
Art & Soul Collective	512	5/16/2023	6/15/2023	100	-	-	-	-	100
Art & Soul Collective	513	5/16/2023	6/15/2023	100	-	-	-	-	100
Art & Soul Collective	515	5/16/2023	6/15/2023	245	-	-	-	-	245

Cabrillo Point Academy

Accounts Payable Aging

May 31, 2023

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
Art & Soul Collective	516	5/16/2023	6/15/2023	100	-	-	-	-	100
Art & Soul Collective	517	5/16/2023	6/15/2023	220	-	-	-	-	220
Art & Soul Collective	518	5/16/2023	6/15/2023	205	-	-	-	-	205
Art & Soul Collective	519	5/16/2023	6/15/2023	205	-	-	-	-	205
Art & Soul Collective	520	5/16/2023	6/15/2023	200	-	-	-	-	200
Art & Soul Collective	521	5/16/2023	6/15/2023	42	-	-	-	-	42
Art & Soul Collective	522	5/16/2023	6/15/2023	45	-	-	-	-	45
Art & Soul Collective	523	5/16/2023	6/15/2023	45	-	-	-	-	45
Art & Soul Collective	524	5/16/2023	6/15/2023	220	-	-	-	-	220
ATG, Inc. DBA Urban Workshop	9588	3/14/2023	3/14/2023	-	-	-	(800)	-	(800)
ATG, Inc. DBA Urban Workshop	9652	4/26/2023	5/26/2023	-	699	-	-	-	699
ATG, Inc. DBA Urban Workshop	9695	5/17/2023	6/16/2023	800	-	-	-	-	800
Bailey Dillard	17	5/16/2023	6/15/2023	60	-	-	-	-	60
Big Little Ones LLC	3257	5/15/2023	5/15/2023	-	104	-	-	-	104
Big Little Ones LLC	3263	5/17/2023	5/17/2023	-	194	-	-	-	194
Brooke Byler Acting Studios	CPA1018	5/12/2023	6/11/2023	1,534	-	-	-	-	1,534
C3 Classes	2023-72	5/16/2023	6/15/2023	550	-	-	-	-	550
Caroline Moon	MOON051923	5/19/2023	5/19/2023	-	115	-	-	-	115
Cassandra Jones	CP-51823	5/18/2023	6/17/2023	435	-	-	-	-	435
Catherine Croisette	198	5/16/2023	6/15/2023	200	-	-	-	-	200
CDW Government	HV63598	4/6/2023	5/6/2023	-	450	-	-	-	450
CDW Government	JJ36208	5/1/2023	5/31/2023	(225)	-	-	-	-	(225)
CDW Government	JJ90761	5/2/2023	6/1/2023	(225)	-	-	-	-	(225)
Celebration Education	371	5/5/2023	6/4/2023	1,564	-	-	-	-	1,564
Checkmat Fallbrook Brazilian Jiu Jitsu	230501	5/5/2023	6/4/2023	240	-	-	-	-	240
Creative Kids Playhouse Children's Theatre of Orange	MS-5-23	5/19/2023	6/18/2023	590	-	-	-	-	590
Daniel Rooney	ROON051923	5/19/2023	5/19/2023	-	115	-	-	-	115
Devon Roseli	ROSE051923	5/19/2023	5/19/2023	-	115	-	-	-	115
Dexter Music	INV-3662	5/16/2023	6/16/2023	209	-	-	-	-	209
EG	2220	3/7/2023	4/6/2023	-	-	230	-	-	230
Evan Sachs Piano Studio	DM43023	4/30/2023	5/30/2023	-	455	-	-	-	455
Evan Sachs Piano Studio	RG43023	4/30/2023	5/30/2023	-	500	-	-	-	500
Evan Sachs Piano Studio	WT43023	4/30/2023	5/30/2023	-	630	-	-	-	630
Focus Dance Center	FDC023-110002	5/18/2023	6/17/2023	95	-	-	-	-	95
Focus Dance Center	FDC023-220001	5/18/2023	6/17/2023	95	-	-	-	-	95
Focus Dance Center	FDC023-220002	5/18/2023	6/17/2023	95	-	-	-	-	95
Focus Dance Center	FDC023-22112	5/18/2023	6/17/2023	85	-	-	-	-	85
Focus Dance Center	FDC023-22434	5/18/2023	6/17/2023	96	-	-	-	-	96
Focus Dance Center	FDC023-22623	5/18/2023	6/17/2023	160	-	-	-	-	160
Focus Dance Center	FDC023-22723	5/18/2023	6/17/2023	160	-	-	-	-	160
Focus Dance Center	FDC023-23012	5/18/2023	6/17/2023	160	-	-	-	-	160
Focus Dance Center	FDC023-4034	5/18/2023	6/17/2023	95	-	-	-	-	95
Focus Dance Center	FDC023-50334	5/18/2023	6/17/2023	205	-	-	-	-	205
Focus Dance Center	FDC023-60334	5/18/2023	6/17/2023	205	-	-	-	-	205
Focus Dance Center	FDC023-60552	5/18/2023	6/17/2023	205	-	-	-	-	205
Focus Dance Center	FDC023-70223	5/18/2023	6/17/2023	205	-	-	-	-	205

Cabrillo Point Academy

Accounts Payable Aging

May 31, 2023

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
Freedom in Motion	04/2023CPA	5/14/2023	6/13/2023	850	-	-	-	-	850
Friends of Leaps & Bounds	23May16KLev	5/19/2023	6/18/2023	50	-	-	-	-	50
Friends of Leaps & Bounds	23May2KLev	5/19/2023	6/18/2023	50	-	-	-	-	50
Friends of Leaps & Bounds	23May9KLev	5/19/2023	6/18/2023	50	-	-	-	-	50
Fuel Education c/o K12 Management	INV-41047	5/15/2023	6/14/2023	1,488	-	-	-	-	1,488
Fun with Horses	0000086	5/17/2023	5/17/2023	-	4,650	-	-	-	4,650
Gabrina Owen	CAB2023-05	5/15/2023	6/14/2023	650	-	-	-	-	650
Glee Music Academy	ABB-Ap-Guitar	5/1/2023	5/31/2023	169	-	-	-	-	169
Glee Music Academy	APA-Ap-Guitar	5/1/2023	5/31/2023	194	-	-	-	-	194
Glee Music Academy	AYA-April-Piano	5/1/2023	5/31/2023	194	-	-	-	-	194
Glee Music Academy	BSE-April-Voice	5/1/2023	5/31/2023	318	-	-	-	-	318
Glee Music Academy	CB-April-Piano	5/1/2023	5/31/2023	169	-	-	-	-	169
Glee Music Academy	DAG-APRIL-VOICE	5/1/2023	5/31/2023	284	-	-	-	-	284
Glee Music Academy	FH-April-Drums	5/1/2023	5/31/2023	194	-	-	-	-	194
Glee Music Academy	IO-April-Piano	4/1/2023	5/1/2023	-	194	-	-	-	194
Glee Music Academy	JN-April-Piano	4/1/2023	5/1/2023	-	194	-	-	-	194
Glee Music Academy	JR-April-Guitar	4/1/2023	5/1/2023	-	225	-	-	-	225
Glee Music Academy	KAK-April-Piano	4/1/2023	5/1/2023	-	169	-	-	-	169
Glee Music Academy	KH-AP-Guitar	4/1/2023	5/1/2023	-	194	-	-	-	194
Glee Music Academy	KKO-April-Piano	4/1/2023	5/1/2023	-	169	-	-	-	169
Glee Music Academy	LKO-April-Piano	4/1/2023	5/1/2023	-	169	-	-	-	169
Glee Music Academy	LMA-Ap-Guitar	4/1/2023	5/1/2023	-	194	-	-	-	194
Glee Music Academy	LSR-March-Piano	4/1/2023	5/1/2023	-	194	-	-	-	194
Glee Music Academy	MJ-April-Guitar	5/1/2023	5/31/2023	194	-	-	-	-	194
Glee Music Academy	NB-April-Drum	5/1/2023	5/31/2023	169	-	-	-	-	169
Glee Music Academy	PJ-April-Guitar	5/1/2023	5/31/2023	194	-	-	-	-	194
Glee Music Academy	RJU-April-Guitar	5/1/2023	5/31/2023	194	-	-	-	-	194
Glee Music Academy	RPA-April-Piano	5/1/2023	5/31/2023	194	-	-	-	-	194
Glee Music Academy	TB-April-Violin	5/1/2023	5/31/2023	169	-	-	-	-	169
Glee Music Academy	VCR-April-Piano	5/1/2023	5/31/2023	183	-	-	-	-	183
Glee Music Academy	VJU-Ap-Violin	5/1/2023	5/31/2023	194	-	-	-	-	194
Glee Music Academy	VP-April-Voice	5/1/2023	5/31/2023	364	-	-	-	-	364
Glee Music Academy	WI-April-Guitar	5/1/2023	5/31/2023	55	-	-	-	-	55
Glee Music Academy	WI-April-Voice	5/1/2023	5/31/2023	194	-	-	-	-	194
Glee Music Academy	WI-April2-Guitar	5/1/2023	5/31/2023	55	-	-	-	-	55
Gracie Barra Costa Mesa	2305CPA	5/17/2023	6/16/2023	348	-	-	-	-	348
Granite Mountain Charter School	GRAN052323	5/23/2023	5/23/2023	-	201,828	-	-	-	201,828
Greenwave Surf	523-2-CPA	5/18/2023	6/17/2023	1,700	-	-	-	-	1,700
Groundwork Jiu-Jitsu	24	5/12/2023	6/11/2023	8,075	-	-	-	-	8,075
Harmony Studios	302	5/16/2023	6/15/2023	6,752	-	-	-	-	6,752
Homeschool Concierge	690	9/26/2019	10/26/2019	-	-	-	-	(15,640)	(15,640)
Homeschool Supercenter	10212755	4/4/2023	5/4/2023	-	26	-	-	-	26
Imagine Achievement / Cristine Rainer	16	5/16/2023	6/15/2023	3,022	-	-	-	-	3,022
Inland Empire Kids Outdoors	CPA23-01	5/15/2023	6/14/2023	1,175	-	-	-	-	1,175
Intro 2 Skateboarding, LLC	171	5/11/2023	6/10/2023	9,996	-	-	-	-	9,996
Intro 2 Skateboarding, LLC	172	5/11/2023	6/10/2023	7,675	-	-	-	-	7,675

Cabrillo Point Academy
Accounts Payable Aging

May 31, 2023

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 Tu	2023May02	5/18/2023	6/17/2023	160	-	-	-	-	160
Joel Garcia	GAR051923	5/19/2023	5/19/2023	-	115	-	-	-	115
Jordan Terrones	TORR051923	5/19/2023	6/18/2023	115	-	-	-	-	115
Kathleen Elliott	CP00514	5/14/2023	6/13/2023	495	-	-	-	-	495
Kathleen Elliott	M51304	5/14/2023	6/13/2023	275	-	-	-	-	275
Kathryn Disario Lopez	LOPE042523	4/25/2023	4/25/2023	-	-	318	-	-	318
Kidstir	436	5/15/2023	6/15/2023	72	-	-	-	-	72
KiwiCo, Inc.	957	5/15/2023	6/29/2023	2,144	-	-	-	-	2,144
Kumon Math & Reading Center of Garden Grove	4080	5/1/2023	5/31/2023	180	-	-	-	-	180
Kumon Mission Viejo-Civic Center	Price_004	5/19/2023	6/18/2023	340	-	-	-	-	340
Kumon of Brea	NATSCA235	5/1/2023	5/31/2023	150	-	-	-	-	150
Language Door, Inc.	20114	5/17/2023	5/17/2023	-	219	-	-	-	219
Language Door, Inc.	20120	5/17/2023	5/17/2023	-	65	-	-	-	65
Language Door, Inc.	20127	5/18/2023	5/18/2023	-	450	-	-	-	450
Language Door, Inc.	20128	5/18/2023	5/18/2023	-	450	-	-	-	450
Laurel P. Evans	235	5/17/2023	6/19/2023	1,535	-	-	-	-	1,535
Little Passports	IN-0000995819	5/3/2023	6/2/2023	215	-	-	-	-	215
Live Online Math	IS2 (CPA) 2023	5/18/2023	6/17/2023	335	-	-	-	-	335
Liz Wickham Piano Teacher - San Juan Capistrano	37	5/15/2023	6/14/2023	165	-	-	-	-	165
Liz Wickham Piano Teacher - San Juan Capistrano	38	5/15/2023	6/14/2023	1,160	-	-	-	-	1,160
Liz Wickham Piano Teacher - San Juan Capistrano	39	5/15/2023	6/14/2023	1,185	-	-	-	-	1,185
Localipsum	CCA96690	2/28/2023	6/15/2023	5,110	-	-	-	-	5,110
Logic of English	SI-177998	5/10/2023	6/9/2023	233	-	-	-	-	233
Macie Sweeney-Slick	2023-5	5/15/2023	6/14/2023	340	-	-	-	-	340
Mark Howard	MAY-CAB-2023	5/16/2023	6/15/2023	1,017	-	-	-	-	1,017
MEL Science U.S., LLC	JL2023051601	5/16/2023	6/15/2023	300	-	-	-	-	300
Melodee Klimala	4814	5/17/2023	6/16/2023	25	-	-	-	-	25
Melodee Klimala	4815	5/17/2023	6/16/2023	50	-	-	-	-	50
Michele Liem	April/May#1	5/17/2023	5/17/2023	-	1,490	-	-	-	1,490
Modjdeh and Daryoush Akbari	AKBARI-17	5/16/2023	6/15/2023	10,984	-	-	-	-	10,984
Mrs. Thompson's Learning Lounge	1477	5/16/2023	5/16/2023	-	240	-	-	-	240
Mrs. Thompson's Learning Lounge	1478	5/16/2023	5/16/2023	-	20	-	-	-	20
Mrs. Thompson's Learning Lounge	1479	5/16/2023	5/16/2023	-	480	-	-	-	480
Mrs. Thompson's Learning Lounge	1480	5/16/2023	5/16/2023	-	20	-	-	-	20
Mrs. Thompson's Learning Lounge	1481	5/16/2023	5/16/2023	-	240	-	-	-	240
Mrs. Thompson's Learning Lounge	1482	5/16/2023	5/16/2023	-	40	-	-	-	40
Mrs. Thompson's Learning Lounge	1483	5/16/2023	5/16/2023	-	40	-	-	-	40
Mrs. Thompson's Learning Lounge	1484	5/16/2023	5/16/2023	-	40	-	-	-	40
Mrs. Thompson's Learning Lounge	1485	5/16/2023	5/16/2023	-	40	-	-	-	40
Mrs. Thompson's Learning Lounge	1486	5/16/2023	5/16/2023	-	40	-	-	-	40
Mrs. Thompson's Learning Lounge	1487	5/16/2023	5/16/2023	-	40	-	-	-	40
Mrs. Thompson's Learning Lounge	1488	5/16/2023	5/16/2023	-	20	-	-	-	20
Mrs. Thompson's Learning Lounge	1489	5/16/2023	5/16/2023	-	480	-	-	-	480
Natalia Gubenko	1041	5/18/2023	6/17/2023	1,000	-	-	-	-	1,000
Natalia Gubenko	1042	5/18/2023	6/17/2023	980	-	-	-	-	980
Natalia Gubenko	1043	5/18/2023	6/17/2023	700	-	-	-	-	700

Cabrillo Point Academy**Accounts Payable Aging**

May 31, 2023

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
Oak Meadow Inc.	138058	3/16/2023	4/15/2023	-	-	221	-	-	221
OC Music and Dance	15161933-4	4/25/2023	4/25/2023	-	-	300	-	-	300
OC Music and Dance	15326975-5	5/1/2023	5/1/2023	-	162	-	-	-	162
ODP Business Solutions, LLC	311670269002	5/9/2023	6/14/2023	9	-	-	-	-	9
Old Town Artisan Studios	CPA-0523	5/17/2023	6/16/2023	485	-	-	-	-	485
On Pointe Productions, LLC	OPD- 25- 5/23	5/1/2023	5/31/2023	65	-	-	-	-	65
OnlineG3.com, Inc	23S2212	5/19/2023	6/18/2023	513	-	-	-	-	513
Optimus Brazilian JiuJitsu	CPA-2023-030089-May	5/1/2023	5/31/2023	400	-	-	-	-	400
Orange County Dept of Education	94SI4447	5/8/2023	6/11/2023	5,415	-	-	-	-	5,415
Orange County Riding Academy	0000505	5/4/2023	5/4/2023	-	520	-	-	-	520
Orange County Riding Academy	0000556	5/16/2023	5/16/2023	-	130	-	-	-	130
Orange County Riding Academy	0000557	5/16/2023	5/16/2023	-	195	-	-	-	195
Oscar Azucena	EB009-CPA174	5/15/2023	6/14/2023	400	-	-	-	-	400
Oscar Azucena	IR0015-CPA180	5/15/2023	6/14/2023	400	-	-	-	-	400
Oscar Azucena	IR0016-CPA185	5/15/2023	6/14/2023	75	-	-	-	-	75
Oscar Azucena	JB009-CPA175	5/15/2023	6/14/2023	350	-	-	-	-	350
Oscar Azucena	JG0011-CPA177	5/15/2023	6/14/2023	400	-	-	-	-	400
Oscar Azucena	JG0012-CPA182	5/15/2023	6/14/2023	125	-	-	-	-	125
Oscar Azucena	KS0010-CPA176	5/15/2023	6/14/2023	365	-	-	-	-	365
Oscar Azucena	NA0010-CPA184	5/15/2023	6/14/2023	75	-	-	-	-	75
Oscar Azucena	NA009-CPA179	5/15/2023	6/14/2023	350	-	-	-	-	350
Oscar Azucena	NG006-CPA178	5/15/2023	6/14/2023	350	-	-	-	-	350
Oscar Azucena	NG007-CPA183	5/15/2023	6/14/2023	50	-	-	-	-	50
Oscar Azucena	NR0014-CPA181	5/15/2023	6/14/2023	350	-	-	-	-	350
Oscar Azucena	NR0015-CPA186	5/15/2023	6/14/2023	50	-	-	-	-	50
Outschool, Inc.	12345716515	5/1/2023	5/31/2023	48	-	-	-	-	48
Outschool, Inc.	12345717412	5/15/2023	6/14/2023	44	-	-	-	-	44
Outschool, Inc.	12345717413	5/15/2023	6/14/2023	10	-	-	-	-	10
Outschool, Inc.	12345717415	5/15/2023	6/14/2023	18	-	-	-	-	18
Outschool, Inc.	12345717416	5/15/2023	6/14/2023	15	-	-	-	-	15
Outschool, Inc.	12345717417	5/15/2023	6/14/2023	45	-	-	-	-	45

Cabrillo Point Academy
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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.	12345717418	5/15/2023	6/14/2023	60	-	-	-	-	60
Outschool, Inc.	12345717419	5/15/2023	6/14/2023	36	-	-	-	-	36
Outschool, Inc.	12345717420	5/15/2023	6/14/2023	52	-	-	-	-	52
Outschool, Inc.	12345717421	5/15/2023	6/14/2023	56	-	-	-	-	56
Outschool, Inc.	12345717422	5/15/2023	6/14/2023	16	-	-	-	-	16
Outschool, Inc.	12345717423	5/15/2023	6/14/2023	52	-	-	-	-	52
Outschool, Inc.	12345717424	5/15/2023	6/14/2023	60	-	-	-	-	60
Outschool, Inc.	12345717425	5/15/2023	6/14/2023	36	-	-	-	-	36
Outschool, Inc.	12345717426	5/15/2023	6/14/2023	18	-	-	-	-	18
Outschool, Inc.	12345717427	5/15/2023	6/14/2023	45	-	-	-	-	45
Oxford Consulting Services, Inc.	160149	4/30/2023	4/30/2023	-	-	633	-	-	633
Pacific Coast Academy	CPA-KAISER062023	5/19/2023	6/18/2023	88,595	-	-	-	-	88,595
Peace Hill Classical Co-Op LLC	2323	5/15/2023	6/14/2023	1,625	-	-	-	-	1,625
Peace Hill Classical Co-Op LLC	2434	5/15/2023	6/14/2023	3,200	-	-	-	-	3,200
Peace Hill Classical Co-Op LLC	2435	5/15/2023	6/14/2023	780	-	-	-	-	780
Peace Hill Classical Co-Op LLC	2436	5/15/2023	6/14/2023	2,450	-	-	-	-	2,450
Peace Hill Classical Co-Op LLC	2438	5/15/2023	6/14/2023	275	-	-	-	-	275
Peace Hill Classical Co-Op LLC	2440	5/15/2023	6/14/2023	275	-	-	-	-	275
Peace Hill Classical Co-Op LLC	2441	5/15/2023	6/14/2023	550	-	-	-	-	550
Peace Hill Classical Co-Op LLC	2442	5/15/2023	6/14/2023	275	-	-	-	-	275
Peace Hill Classical Co-Op LLC	2443	5/15/2023	6/14/2023	450	-	-	-	-	450
Peace Hill Classical Co-Op LLC	2444	5/15/2023	6/14/2023	750	-	-	-	-	750
Peace Hill Classical Co-Op LLC	2445	5/17/2023	6/16/2023	1,100	-	-	-	-	1,100
Peace Hill Classical Co-Op LLC	2446	5/17/2023	6/16/2023	1,100	-	-	-	-	1,100
Peace Hill Classical Co-Op LLC	2447	5/17/2023	6/16/2023	825	-	-	-	-	825
Peace Hill Classical Co-Op LLC	2448	5/17/2023	6/16/2023	550	-	-	-	-	550
Peace Hill Classical Co-Op LLC	2449	5/17/2023	6/16/2023	550	-	-	-	-	550
Peace Hill Classical Co-Op LLC	2453	5/17/2023	6/16/2023	510	-	-	-	-	510
Peace Hill Classical Co-Op LLC	2454	5/17/2023	6/16/2023	400	-	-	-	-	400
Peace Hill Classical Co-Op LLC	2455	5/17/2023	6/16/2023	550	-	-	-	-	550
Peace Hill Classical Co-Op LLC	2456	5/17/2023	6/16/2023	1,100	-	-	-	-	1,100
Peace Hill Classical Co-Op LLC	2457	5/17/2023	6/16/2023	550	-	-	-	-	550
Peace Hill Classical Co-Op LLC	2458	5/17/2023	6/16/2023	275	-	-	-	-	275
Peace Hill Classical Co-Op LLC	2459	5/17/2023	6/16/2023	1,650	-	-	-	-	1,650
Peter Brown Piano Studio	CPAPR2023	5/10/2023	6/9/2023	560	-	-	-	-	560
Portal Languages - Mission Viejo	INV-3014	5/14/2023	5/14/2023	-	3,373	-	-	-	3,373
Portal Languages - Costa Mesa	INV-6807	5/6/2023	5/31/2023	30	-	-	-	-	30
Portal Languages - Costa Mesa	INV-6845	5/13/2023	5/31/2023	50	-	-	-	-	50
Portal Languages - Costa Mesa	INV-6846	5/13/2023	5/31/2023	50	-	-	-	-	50
Portal Languages - Costa Mesa	INV-6847	5/13/2023	5/31/2023	50	-	-	-	-	50
Provenance	1388	5/22/2020	5/22/2020	-	-	-	-	6,601	6,601
Provenance	1390	5/22/2020	5/22/2020	-	-	-	-	4,986	4,986
Provenance	1775	5/18/2020	5/18/2020	-	-	-	-	31,403	31,403
Provenance	1893	6/25/2020	6/25/2020	-	-	-	-	65,183	65,183
Provenance	1939	9/15/2020	9/15/2020	-	-	-	-	1,904	1,904
Provenance	2697	6/15/2020	6/15/2020	-	-	-	-	17,194	17,194

Cabrillo Point Academy

Accounts Payable Aging

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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
Provenance	2947	7/2/2020	7/2/2020	-	-	-	-	8,606	8,606
Provenance	3063	7/15/2020	7/15/2020	-	-	-	-	68,463	68,463
Provenance	3102	7/30/2020	7/30/2020	-	-	-	-	1,590	1,590
Provenance	3146	8/11/2020	8/11/2020	-	-	-	-	3,076	3,076
Provenance	3154	8/11/2020	8/11/2020	-	-	-	-	41,325	41,325
Provenance	3542	9/22/2020	9/22/2020	-	-	-	-	1,374	1,374
Provenance	3699	10/1/2020	10/30/2020	-	-	-	-	1,400	1,400
Provenance	3713	11/3/2020	12/3/2020	-	-	-	-	2,963	2,963
Provenance	3782	10/27/2020	10/27/2020	-	-	-	-	11,497	11,497
Provenance	3791	11/5/2020	12/5/2020	-	-	-	-	1,248	1,248
Provenance	3806	10/30/2020	10/29/2020	-	-	-	-	8,959	8,959
Provenance	3827	11/6/2020	12/6/2020	-	-	-	-	2,208	2,208
Provenance	3901	11/16/2020	12/16/2020	-	-	-	-	400	400
Provenance	3914	11/16/2020	12/16/2020	-	-	-	-	56,508	56,508
Provenance	3964	11/17/2020	12/17/2020	-	-	-	-	1,524	1,524
Provenance	3965	11/17/2020	12/17/2020	-	-	-	-	7,059	7,059
Provenance	3966	11/17/2020	12/17/2020	-	-	-	-	736	736
Provenance	3967	11/17/2020	12/17/2020	-	-	-	-	637	637
Provenance	3969	11/18/2020	12/18/2020	-	-	-	-	682	682
Provenance	3979	11/19/2020	12/19/2020	-	-	-	-	51	51
Provenance	3985	11/19/2020	12/19/2020	-	-	-	-	36	36
Provenance	3986	11/19/2020	12/19/2020	-	-	-	-	451	451
Provenance	3989	11/19/2020	12/19/2020	-	-	-	-	4,373	4,373
Provenance	4005	11/20/2020	12/20/2020	-	-	-	-	512	512
Provenance	4023	11/20/2020	11/20/2020	-	-	-	-	(37,375)	(37,375)
Provenance	4024	12/1/2020	12/1/2020	-	-	-	-	(37,375)	(37,375)
Provenance	4131	1/19/2021	2/18/2021	-	-	-	-	300	300
Provenance	4171	12/18/2020	1/17/2021	-	-	-	-	5,906	5,906
Provenance	4311	1/19/2021	2/18/2021	-	-	-	-	124	124
Provenance	4313	1/19/2021	2/18/2021	-	-	-	-	100	100
Provenance	4327	1/19/2021	2/18/2021	-	-	-	-	3,073	3,073
Provenance	4333	1/19/2021	2/18/2021	-	-	-	-	341	341
Provenance	4352	1/20/2021	2/19/2021	-	-	-	-	16,250	16,250
Provenance	4358	1/20/2021	2/19/2021	-	-	-	-	230	230
Provenance	4368	1/20/2021	2/19/2021	-	-	-	-	2,796	2,796
Provenance	4410	1/28/2021	2/27/2021	-	-	-	-	1,709	1,709
Provenance	4418	1/28/2021	2/27/2021	-	-	-	-	223	223
Provenance	4428	1/28/2021	2/27/2021	-	-	-	-	14,300	14,300
Provenance	4437	1/29/2021	2/28/2021	-	-	-	-	1,950	1,950
Provenance	4445	1/29/2021	2/28/2021	-	-	-	-	1,925	1,925
Provenance	4447	2/1/2021	3/3/2021	-	-	-	-	1,925	1,925
Provenance	4448	2/1/2021	3/3/2021	-	-	-	-	1,925	1,925
Provenance	4449	2/1/2021	3/3/2021	-	-	-	-	1,925	1,925
Provenance	4450	2/1/2021	3/3/2021	-	-	-	-	1,925	1,925
Provenance	4451	2/1/2021	3/3/2021	-	-	-	-	1,925	1,925
Provenance	4452	2/2/2021	3/4/2021	-	-	-	-	12,180	12,180

Cabrillo Point Academy

Accounts Payable Aging

May 31, 2023

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
Provenance	4469	2/4/2021	3/6/2021	-	-	-	-	275	275
Provenance	4485	2/11/2021	3/13/2021	-	-	-	-	8,400	8,400
Provenance	4578	2/18/2021	3/20/2021	-	-	-	-	1,709	1,709
Provenance	4600	2/24/2021	3/26/2021	-	-	-	-	1,478	1,478
Provenance	4618	2/25/2021	3/26/2021	-	-	-	-	90	90
Provenance	4620	2/25/2021	3/27/2021	-	-	-	-	73	73
Provenance	4627	3/3/2021	4/2/2021	-	-	-	-	239	239
Provenance	4628	3/3/2021	4/2/2021	-	-	-	-	72	72
Provenance	4629	3/3/2021	4/2/2021	-	-	-	-	277	277
Provenance	4631	3/3/2021	4/2/2021	-	-	-	-	86	86
Provenance	4634	3/5/2021	4/4/2021	-	-	-	-	200	200
Provenance	4666	3/16/2021	4/15/2021	-	-	-	-	123	123
Provenance	4672	3/16/2021	4/15/2021	-	-	-	-	300	300
Provenance	4756	3/23/2021	4/22/2021	-	-	-	-	24	24
Provenance	4758	3/23/2021	4/22/2021	-	-	-	-	2,635	2,635
Provenance	4763	3/24/2021	4/23/2021	-	-	-	-	18	18
Provenance	4768	3/26/2021	4/25/2021	-	-	-	-	14,625	14,625
Provenance	4790	3/30/2021	4/29/2021	-	-	-	-	930	930
Provenance	4795	3/31/2021	4/30/2021	-	-	-	-	2,600	2,600
Provenance	4801	3/31/2021	4/30/2021	-	-	-	-	2,370	2,370
Provenance	4928	4/21/2021	5/21/2021	-	-	-	-	14	14
Provenance	4935	4/30/2021	5/30/2021	-	-	-	-	83	83
Provenance	4936	5/3/2021	6/2/2021	-	-	-	-	140	140
Provenance	5032	5/18/2021	6/17/2021	-	-	-	-	1,949	1,949
Provenance	PROV041321	4/13/2021	4/13/2021	-	-	-	-	3,250	3,250
Rainbow Resource Center	4052625	5/19/2023	6/18/2023	23	-	-	-	-	23
RBG Academy	0420231-CPA	4/28/2023	5/28/2023	-	750	-	-	-	750
Ricardo Robledo	025	5/15/2023	6/14/2023	480	-	-	-	-	480
Ricardo Robledo	026	5/15/2023	6/14/2023	480	-	-	-	-	480
Ricardo Robledo	027	5/15/2023	6/14/2023	480	-	-	-	-	480
Ricardo Robledo	028	5/15/2023	6/14/2023	480	-	-	-	-	480
Robin Young	051323	5/13/2023	6/12/2023	280	-	-	-	-	280
Sara Beebe	10	5/13/2023	6/12/2023	1,120	-	-	-	-	1,120
Sara Beebe	11	5/13/2023	6/12/2023	670	-	-	-	-	670
Sara Beebe	12	5/13/2023	6/12/2023	670	-	-	-	-	670
Scholastic Inc.	49416922	5/5/2023	6/4/2023	62	-	-	-	-	62
School Pathways, LLC	140-INV4799	5/19/2023	6/18/2023	446	-	-	-	-	446
SHI International Corp	B16839786	5/10/2023	6/9/2023	7,854	-	-	-	-	7,854
Singapore Math Live	321231	3/21/2023	4/20/2023	-	-	115	-	-	115
Small Talk OC	3443	5/16/2023	5/31/2023	3,040	-	-	-	-	3,040
Soaring Chicken Farm Ministry	51523	5/15/2023	6/14/2023	1,100	-	-	-	-	1,100
SOR Schools VI, LLC	107	5/1/2023	5/31/2023	2,525	-	-	-	-	2,525
SOR Schools VI, LLC	108	4/1/2023	5/1/2023	-	2,120	-	-	-	2,120
Starlight Dance Center	051623	5/16/2023	6/15/2023	332	-	-	-	-	332
Sundance Hills Equestrian Center	0304	5/12/2023	5/19/2023	-	3,360	-	-	-	3,360
Talentz Inc.	MaxiHust202304	5/15/2023	6/14/2023	189	-	-	-	-	189

Cabrillo Point Academy**Accounts Payable Aging**

May 31, 2023

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
Terra Arts	30028	5/18/2023	5/13/2023	-	31,616	-	-	-	31,616
Terra Arts	30029	5/18/2023	5/18/2023	-	18,172	-	-	-	18,172
The Coder School	20230519-CPA	5/19/2023	6/18/2023	242	-	-	-	-	242
Top Billing Entertainment	051723CP	5/17/2023	6/16/2023	140	-	-	-	-	140
Touch-it Productions	1125	5/15/2023	6/14/2023	75	-	-	-	-	75
Tracey Bonsell	1052	5/16/2023	6/15/2023	295	-	-	-	-	295
Tutoring Club	TCWS55	5/16/2023	6/15/2023	350	-	-	-	-	350
Variant Movement LLC	5	5/16/2023	6/15/2023	2,475	-	-	-	-	2,475
Veronica Anne Richards	735	5/19/2023	6/18/2023	32	-	-	-	-	32
Veronica Anne Richards	736	5/19/2023	6/18/2023	180	-	-	-	-	180
Veronica Anne Rowland	SR-MAY23-CPA	5/15/2023	6/14/2023	80	-	-	-	-	80
White Dragon Martial Arts	06072023	5/15/2023	6/14/2023	232	-	-	-	-	232
WM Music Lessons	094CPA	5/15/2023	6/14/2023	420	-	-	-	-	420
WM Music Lessons	095CPA	5/18/2023	6/17/2023	130	-	-	-	-	130

Total Outstanding Payables in May \$ 236,248 \$ 276,510 \$ 8,489 \$ (800) \$ 375,548 \$ 895,996

MEMORANDUM OF UNDERSTANDING FOR SHARED ADMINISTRATIVE SERVICES

This Memorandum of Understanding for Shared Administrative Services (“**MOU**”) is entered into as of July 1, 2023 (“**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: Mission Vista Academy, Pacific Coast Academy, and Cabrillo Point Academy.

WHEREAS, Mission Vista Academy operates a public charter school named Mission Vista Academy, Pacific Coast Academy operates a public school named Pacific Coast Academy, and Cabrillo Point Academy operates a public charter school named Cabrillo Point Academy (each a “**School**” or collectively the “**Schools**”);

WHEREAS, Schools are nonclassroom-based public charter schools using a similar 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, the Schools’ respective education programs are structured to allow administrative staff to effectively support the Schools from remote locations;

WHEREAS, the Schools desire to coordinate with each other share certain administrative services and staff because this will further the Schools’ shared goal to successfully implement their education programs in an efficient and cost effective manner; and

WHEREAS, it is the intent of the Parties to enter into this MOU pursuant to which Schools will coordinate with each other to share administrative staff and functions according to the following terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing and of the mutual promises set forth in this MOU, the sufficiency of which is acknowledged, the Parties desire to, and hereby agree as follows:

1. Shared Administrative Services. During the term of this MOU, the Parties shall share the costs associated with the provision of administrative services (“**Services**”) as set forth in Attachment A. The Parties intend to share employees who perform the Services and the term “**Shared Employee**” shall refer to individuals shared between the Parties pursuant to this MOU. The Parties shall share the costs of employing the Shared Employees performing the Services (including total gross wages, retirement benefit system contributions, and employment taxes) (“**Shared Employee Cost**”) as set forth in Attachment A.

2. Lessor and Lessee Schools. The Parties acknowledge each School may both (i) employ an individual who will provide administrative Services to another School; and (ii) receive administrative 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 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 depending on their role as a Lessor School and/or Lessee School.

3. Lessor School Responsibilities:

- a. Comply with all applicable federal and state statutes, laws and regulations.
- b. Lessor School shall also ensure Shared Employees have undergone a tuberculosis risk

assessment and/or testing with satisfactory clearances prior to commencing Services to Lessee School to the extent required by the Lessor School's charter petition ("Charter Petition") and applicable law.

c. Lessor School shall ensure that all Shared 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 Shared Employees have been cleared for employment through the Department of Justice in compliance with the Charter Petition and applicable law; and (ii) no Shared 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 Shared Employees performing Services for 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, but not limited to, all hiring, evaluation, assignment, termination, compensation and benefits decisions. Lessor School will be responsible for the supervision of its employees, subject to input from the Lessee School.

4. Lessee School Responsibilities:

a. Lessee School shall have the right to supervise Shared 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, Shared Employees shall abide by and be subject to applicable policies and procedures adopted by Lessee School.

b. 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.

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

5. Relationship Between Lessor and Lessee Schools.

a. Shared 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 Shared Employee with Lessor School.

b. Lessor School shall have full and sole legal control over and responsibility for payment of all compensation and benefits to Shared 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 Shared Employees are employees of the Lessor School for CalSTRS purposes.

c. Lessor School is responsible for compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws for Shared Employees. Pursuant to Labor Code section 3602, Lessor School agrees to retain workers' compensation coverage for all Shared Employees as set forth in Section 11 for the duration of their support to a Lessee School.

6. Term and Termination. The term of this MOU commences on July 1, 2023 and continues through June 30, 2024, and shall then automatically renew for consecutive one (1) year terms, unless and until earlier terminated as set forth in subsection (a) herein. The Parties shall pay unpaid portion of fees owed through the effective date of termination calculated on a pro-rata basis.

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.

7. 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.

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

8. Work Product; Intellectual Property. Any work product that is created by Lessor School, including by any Shared 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 Lessor School, including by any of the Shared 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.

9. 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, fundraising strategies, 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 Party 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. Section 9 shall survive termination of this MOU.

10. 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 Party 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 Party 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 request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

11. Insurance. Each Lessor School shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with performance under MOU by Lessor School, its agents, representatives, employees or subcontractors. Insurance policies shall be on an occurrence basis, and coverage shall be at least as broad and in the minimum amounts as follows:

a. California Workers' Compensation Insurance, as required by the State of California, with statutory limits, and Employer’s Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim for bodily injury or disease, covering, without limitation, all Shared Employees.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars (\$2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim.

d. Professional Liability Insurance, which may also be called Educator’s Legal Liability Insurance, with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim, and Two Million Dollars (\$2,000,000) policy aggregate.

e. Each Lessor School will provide additional insured insurance coverage and policy endorsements for Lessee Schools and its officers, officials, directors, employees, volunteers or agents (collectively referred to as the “Additional Insured Parties”) under the general liability policies. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insured Parties. Lessor School’s insurance shall be primary as respects Additional Insured Parties, and any insurance, self-insurance or other coverage maintained by Additional Insured Parties shall be excess to Lessee School’s insurance and shall not contribute to

it.

f. Lessor School hereby agrees to waive rights of subrogation which any insurer of Lessor School may acquire from Lessor School by virtue of the payment of any loss. Lessor School agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. Lessor School shall, upon request of Lessee School at any time, deliver to Lessee School complete, certified copies of the policies of insurance, including endorsements, and receipts for payment or premiums thereon, required by this MOU. Lessor School shall include all endorsements necessary to comply with this MOU, including additional insured endorsements, signed by the insurer's representative. Such evidence shall include confirmation that coverage includes or has been modified to include all provisions required by this MOU.

h. Lessor School will provide thirty (30) days' prior written notice to Lessee School in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor School shall deliver the renewal certificate(s) to Lessee School at least ten (10) days prior to the expiration date.

12. 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.

13. 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. Notwithstanding anything to the contrary herein, Lessor School agrees to defend, indemnify and hold Lessee School, its employees, officers, directors, and agents harmless against any and all liability for base pay, overtime, double time, premium or incentive pay, contributions or taxes payable under any workers compensation, unemployment compensation, disability benefits, old age benefit, tax withholding laws, wage and hour laws (including any claims for off the clock time, unpaid working hours, premium pay, penalties, liquidated damages, overtime, doubletime, and any incentive compensation), or other applicable laws for which Lessee School may be liable as a joint employer with respect to any compensation due and owing to Shared Employees for the performance of Services pursuant to this MOU.

14. 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.

15. 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.

16. 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 in the signature block.

17. 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.

18. Entire Agreement. This MOU and any attachments incorporated by reference sets forth the

entire understanding and agreement between the parties with respect to the subject matter hereof and is a final, complete and exclusive statement of the terms of the MOU and supersedes all other oral or written agreements, representations, and understandings.

19. 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.

20. Severability. If any provision of this MOU is invalid or contravenes California law, such provision shall be severed and 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.

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

22. 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.

23. 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.

Cabrillo Point Academy, a California nonprofit
public benefit corporation

Pacific Coast Academy, a California nonprofit public
benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2023
Address: _____

Email: _____

By: _____
Name: _____
Its: _____
Date: _____, 2023
Address: _____

Email: _____

Mission Vista Academy, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2023

Address: _____

Email: _____

ATTACHMENT A

Technology

Works collaboratively to act as a Technology Department. Offers help desk/tech support, devops, SPED technology support, set up and maintenance of all IT systems. This support includes managing intra-organizational communications (e.g., e-mail) and developing websites, web content, and web functionality for the Schools. Manages equipment inventory, procure, prepare and troubleshoot laptops, tablets, and other educational equipment, and coordinate with vendors for repair and support. Manages aspects of the School's network, including setup, connectivity, maintenance, troubleshooting, firewall, and updates. Shared Employees shall serve as liaison with third party vendors, monitor bandwidth usage, and filtering rules for websites. Sets up mobile phones and computers for Schools.

Enrichment

Processes all enrichment product and service order requests. Reviews student information to ensure that Master Agreements are on file for each student before purchases are made. Carefully reviews orders to ensure that all purchases are approved by Homeschool Teachers and that items fall within school enrichment purchasing guidelines. Works with school leadership and Enrichment Administrators/Director for additional approvals, as needed. Develops purchasing processes and procedures between schools and vendors. Submits purchase orders or credit card payments to vendors; uploads/attaches all receipt documentation to credit card transactions and the enrichment ordering system. Provides information and support to Homeschool Teachers, parents, and vendors via telephone and email. Provides enrichment training and support to HSTs, including weekly office hours, resources found in the HST Handbook, and in-person/virtual training, as needed. Collects returned enrichment products back from families and HSTs and marks them as returned on student accounts. Delivers returned items to library locations. Monitors withdrawal survey and provides lists of inventory to HSTs to collect back from families upon students' withdrawal. Sends written notice to families of overdue items. Sends second notices of overdue items to families when items continue to be unreturned, per the restitution policies. When items remain outstanding, employees provide information to the Records Department, so that notes can be placed in Cume files, as needed.

Vendors

Processes all vendor and SPED provider invoices. Compares invoices to what was approved by the HST. Compares SPED invoices to what was approved in the student's Individual Service Agreement (ISA) and ensures students are offered the correct amount of services. Responds to vendor payment inquiries and helps vendors learn how to create invoices. Audits list of approved vendors. Maintains vendor compliance (documents and information). Manages vendor agreements (sending for signature and ensuring agreements are executed). Helps vendors through the onboarding process.

Accounting/ Accounts Payable

Reviews and approves all invoices for the school's business expenses and ensures proper documentation is in place; works with school leadership for secondary approval when required. Assist with vendor payment inquiries and may also assist the Vendor Department with Enrichment and SPED invoicing as needed. Verifies school purchases and generates purchase orders for all departments. Creates and maintains school accounts, including the provisioning of the school's Online Subscription Package (OSP) licenses for student use). Manages payments for school field trips and event activities, including testing. Oversees and audits student planning amounts and makes adjustments as needed. Manages all student order cancellations and/or adjustments. Reviews withdrawn student accounts and adjusts/removes remaining planning amounts as well as notifies vendors of the cessation of services and/or redirects shipments for product purchases for withdrawn students. Shared employees will assist with all day-to-day Accounting team responsibilities.

Reporting and Database Administration

Monitors and maintains student and staff data for reporting to various local, state, and federal agencies including but not limited to CALPADS, CBEDS, FCMAT, Federal Civil Rights, CA Dept of Public Health throughout the

year. Coordinates with all other institutional departments to ensure the complete, accurate, timely collection, and reporting of mandatory information is maintained. Ensures compliance with all local, state, and federal rules and regulations. Works closely with the SPED department for coordinated CALPADS reporting. Supports and provides SIS extract reports needed by other departments and ad hoc projects. Provides training to staff, prepares and maintains reports for the purposes of complying with state mandated reporting requirements. Manages and monitors database user access and student and staff records for the purposes of assuring accuracy and identifying and resolving data errors as necessary. Assigns user access to SIS data areas based on position and job classification. Collaborates regularly with Human Resources and Reporting and Database to ensure all staff data is entered and maintained current in the SIS. Processes enrollment and withdrawal of students with IEPs by requesting electronic student records. Aligns information within the student information system, CALPADS, and Special Education Information System (SEIS).

Student Accountability

Reviews work record compliance, attendance recording, enrollment documentation. Maintains data in School Pathways. Conducts internal audits. Provides documentation for independent study annual audit.

Human Resources

Plans, organizes, and carries out human resource services. Conducts recruitment, selection, and assignment. Monitors credential regulation compliance. Provides training and mentoring in the instructional program and school improvement processes to ensure quality teaching and learning. Assists employees with completion of documents and processes related to Human Resources. Maintains confidentiality of sensitive information and personnel records. The department monitors evaluation of personnel. Coordinates actions and responses in cases of grievances, arbitration, discipline, and dismissal.

Single-Subject Highly Qualified Teachers

Single-subject highly qualified teachers (HQTs) are content area specialists who provide students high-quality academic support. HQTs provide the following: daily office hours, and individual appointments for student support, CPA teachers provide live instruction two times per week for each course (totaling 10-12 hours) and hold daily office hours, identification of student weaknesses to target instruction in areas of need, one-week turnaround on grading assignments. Teachers review test prep assignments and open exams when students are ready, maintain Edgenuity and Schoology platforms with up to date course assignments, grades, etc. They develop engaging and rigorous learning activities, collaborate weekly with teaching teams to discuss assessment, lesson planning, struggling students, etc., develop Common Assessments to identify common areas of need to support student success in standards and standardized assessments, and creation of Pacing and Curriculum Guides.

Student Services (504/SST)

Coordinates and monitors compliance SSTs and Section 504's and Title II of the ADA, as well as state civil rights requirements regarding discrimination and harassment based on disability; Oversees prevention efforts to avoid Section 504 and ADA violations from occurring; Investigates complaints alleging violations of Section 504/ADA, discrimination based on disability, and disability harassment. Directs staff activities and complies with established financial, legal, and/or administrative requirements.

Administration

Compiles and analyzes reports including pass rate reports, course reports, grade reports, credit reports, etc. Manages high school catalog. Supports review of graduation plans. Collaborates with curriculum providers and supports family and HST curriculum choice. Manages UCOP, NHS, and College Board accounts. Develops CTE program options. Supports compliance and work sample requirements. Serves as liaison with CALPADs and SIS teams. Answers general questions in regards to high school courses, curriculum, policies and procedures. Develops training sessions focused on high school topics.

Directs and manages the development of goals, plans, and implementation of accountability systems. This support includes management and development of tools designed to measure compliance, educational goals, and objectives. These staff members provide leadership in the reporting and publication of key performance

indicators, provide school and student level data regarding academic progress, lead data analysis efforts, and provide professional development training on improving instruction, facilitating accreditation, and making data-informed decisions for students.

Counseling

The counseling team provides pre-, present, and post high school educational planning for students and families, as well as serves as a resource for HSTs and other staff. Counselors monitor graduation plans, ensuring requirements are met. Supports standardized testing (SAT, ACT, etc.), financial aid applications, and college planning. Supports concurrent enrollment by developing guides for college community colleges and reviewing/signing forms to allow students to take courses. Works with enrollment, SAAs, records, and CALPADs to ensure student information is accurate. Monitors eligibility for awards such as the Seal of Biliteracy. Monitors and supports AB167 graduation options.

Records

Processes requests for transcripts, student grade records, course descriptions, and other information in accordance with privacy laws. Orders, validates and distributes transcripts according to requests. Responds to inquiries by telephone or letter regarding academic standing, and/or transcript issues.

CPA			MVA			PCA		
1	Accounting Administrator	Accounting	1	Accounting Administrator	Accounting	1	Accounting Administrator	Accounting
1	Director of Accounting	Accounting	1	Director of High School	Admin	1	Financial Analyst	Accounting
1	Testing Specialist	Admin	1	Guidance Technician	Admin	1	OSP Coordinator	Accounting
3	Counselor	Counseling	1	SPED SEIS Coordinator	Admin	1	Executive Assistant	Admin
1	Curriculum Administrator	Enrichment	1	SPED Teacher/AT Specialist	Admin	1	Director of Edgenuity	Admin
1	Enrichment Administrator	Enrichment	1	Director of Achievement	Admin	1	Director of ChoicePlus Acader	Admin
18	HQT	Highly Qualified Teachers	1	AD - Counseling	Counseling	1	Guidance Tech	Admin
1	HR Director	Human Resources	1	Counselor	Counseling	1	Director of Accountability	Admin
1	HR Administrator	Human Resources	2	Enrichment Administrator	Enrichment	1	Project Administrator	Admin
1	Records Specialist	Records	1	Director of Enrichment	Enrichment	3	Counselor	Counseling
1	CALPADS Administrator	Reporting and Database	14	HQT	Highly Qualified Teachers	2	Enrichment Administrator	Enrichment
1	Director of Student Support	Student Support	1	HR Administrator	Human Resources	18	HQT	Highly Qualified Teachers
1	Student Support Coordinator	Student Support	1	Assistant Director - HR	Human Resources	1	HR Administrator	Human Resources
1	Student Support Specialist	Student Support	3	Records Specialist	Records	1	Records Specialist	Records
1	504/Crisis Coordinator	Student Support	1	Director of Compliance	Reporting and Database	1	CALPADS Administrator	Reporting and Database
1	Speech Pathologist	Student Support	1	Program Specialist/Psych	Student Support	1	Student Support Coordinator	Student Support
1	Tech Systems Director	Technology	1	Speech Pathologist	Student Support	1	Student Support Specialist	Student Support
2	Order Fulfillment Specialist	Technology	1	Student Support Coordinator	Student Support	1	Speech Pathologist	Student Support
1	IT Manager	Technology	1	Student Support Specialist	Student Support	5	IT Support Specialist	Technology
1	Director of Technology	Technology	1	504 Coordinator	Student Support	1	IT Administrator	Technology
3	IT Support Specialist 3	Technology	4	DevOps	Technology	2	DevOps 1	Technology
2	Vendor Administrator	Vendors	4	IT Supp Spec	Technology	1	Order Fulfillment Specialist	Technology
			1	Tech Systems Admin	Technology	1	Vendor Administrator	Vendors
			1	IT Order Fulfillment Specialist	Technology	1	Vendor Director	Vendors
			2	IT Administrator	Technology			
			1	Vendors Administrator	Vendors			

COST OF SHARED EMPLOYEES

Each School shall the cost of the Shared Employee based on the enrollment. The Schools shall issue invoices on a quarterly basis.

	CPA	MVA	PCA
Human Resources	\$291,216.98	\$263,702.51	\$114,763.74
Reporting and Database	\$114,234.59	\$162,913.63	\$94,368.01
Accounting	\$294,987.18	\$114,097.19	\$343,705.32
Enrichment	\$216,540.80	\$396,096.15	\$231,132.26
Highly Qualified Teachers	\$1,736,718.66	\$1,363,333.53	\$1,853,417.46
Counseling	\$312,763.72	\$279,476.55	\$331,893.79
Technology	\$1,018,057.53	\$1,294,331.72	\$901,319.02
Records	\$71,299.77	\$194,277.43	\$71,829.44
Admin	\$86,218.27	\$690,700.63	\$877,100.74
Student Support	\$603,251.49	\$590,834.22	\$354,552.65
Vendors	\$203,150.95	\$114,402.74	\$294,930.07
Total	\$4,948,439.94	\$5,464,166.30	\$5,469,012.50

ALLOCATION OF SHARED PERSONNEL Each School's Allocation is based on enrollment: Party ADA Allocation Cabrillo Point Academy 4,351 (31.2%) Mission Vista Academy 4,891 (34.4%) Pacific Coast Academy 4,946 (34.4%) Each School is responsible for paying a percentage of the total Shared Personnel Costs based on the Allocation above. The Schools determined the most equitable method to allocate fees for Services is ensuring each School contributes employees whose costs correlate to the Allocation percentage. The Schools acknowledge and agree there might be minor fluctuations in costs throughout the year, but approve of the cost allocation below because of the significant costs needed to determine any variations. The Allocation, annual cost, and schedule below shall be revisited annually. If all Parties mutually agree, the Parties may use invoices to address material fluctuations so each School contributes fees for Shared Personnel Costs pursuant to the Allocation. Upon a Party's request, a Party shall provide documentation demonstrating the school is paying pursuant to the schedule below. As of July 1, 2023, the Shared Personnel Costs for FY23-24 are as follows based on the Allocation:

Allocation of Shared Personnel			
School	Enrollment	ADA in MOU	Percentage
CPA	4,351	\$4,948,440	0.311582863
MVA	4,891	\$5,464,166	0.344056002
PCA	4,946	\$5,469,012	0.344361135
Totals	14,188	\$15,881,618	



**Resolution of Cabrillo Point Academy Board of Directors
2023-06**

**REGARDING REIMBURSEMENT FOR COSTS RELATING TO TRANSPORTATION
TO GRAD NITE**

WHEREAS, Pacific Coast Academy contracted with U.S. Coachways, Inc. ("U.S. Coachways") to transport Pacific Coast Academy and Cabrillo Point Academy students to Disneyland's Grad Nite on May 12-13, 2023;

WHEREAS, Cabrillo Point Academy has been charged for its share of the expenses related to the U.S. Coachways bus trip for Grad Night;

WHEREAS, Cabrillo Point Academy students were charged \$71.00 each for the transportation costs relating to the U.S. Coachways bus trip;

WHEREAS, the only way for students to participate in Grad Nite was to use the U.S. Coachways bus transportation as required by Disneyland. The students involved had no choice in the selection of U.S. Coachways as the method of transportation to Disneyland;

WHEREAS, Pacific Coast Academy, through legal counsel, is actively seeking reimbursement of the fees paid for the transportation to Disneyland on behalf of the students that paid the fee;

WHEREAS, when Pacific Coast Academy is reimbursed by U.S. Coachways, it has agreed to repay Cabrillo Point Academy the portion of the fee that reflected payment made by Cabrillo Point Academy students;

WHEREAS, due solely to the actions of U.S. Coachways, the students did not arrive at Disneyland until 11:30 p.m., instead of the planned arrival time of 8:13 p.m. During the bus rides to and from Disneyland, the restrooms were not available for use and the bus driver drove recklessly. As a result, the students encountered an unpleasant and terrifying ride to and from Disneyland and missed much of the benefit of the Grad Nite activities through no fault of their own;

WHEREAS, the governing board of Cabrillo Point Academy finds that it is in the best interest of the school, and serves a public purpose, to reimburse the students for the costs relating to the U.S. Coachway bus expense;

NOW, THEREFORE, BE IT RESOLVED THAT:

The governing board of Cabrillo Point Academy hereby authorizes the Executive Director of Cabrillo Point Academy to reimburse the students that participated in the Disneyland Grad Night the costs they paid for the U.S. Coachways bus ride.

SECRETARY'S CERTIFICATE

I, Joel Garcia, Secretary of the Board of Directors of Cabrillo Point Academy a California nonprofit public benefit corporation, County of San Diego, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Cabrillo Point Academy, which was duly and regularly held on June 30, 2023, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

Secretary of the Board of Directors of
Cabrillo Point Academy

Cabrillo Point Academy

Board Meeting



June 30, 2023

Promotion & Graduation



Summer Support



A graphic with a beach background featuring a blue sky, a large yellow sun, and turquoise water. In the top left corner is the Cabrillo Point Academy logo. A central white circle contains the text "Help Prevent Summer Slide with OSP". Below this circle are five app icons: MobyMax, Brain POP, Brain POP Jr., IXL, and shmoop.

Help
Prevent
Summer Slide
with
OSP

MobyMax Brain POP Brain POP Jr. IXL shmoop

Did you know many of our Online Subscription Package options are available through the end of July?!

These options provide a great opportunity for your students to combat summer learning loss.

Check your OSP Handbook for details about the options available for your student!



A graphic for the Sora reading app. The top section has a blue background with a rocket ship icon and the text "Open a world of reading", "Sora", and "The student reading app". To the right is the Cabrillo Point Academy logo and the text "Available Year Round!". The middle section has a dark blue background with white text describing Sora as a free digital library. The bottom section has a white background with the heading "ACCESSING SORA IS EASY!!" and instructions on how to sign in, including a "Sign in using Cabrillo Point Academy" button and a "Welcome" sign. A small "Ebooks" sign is also present. The bottom right corner features the Sora logo and the text "The student reading app soraapp.com".

Open a world of reading

Sora
The student reading app

CABRILLO POINT ACADEMY

Available Year Round!

Sora is a reading application available for all Cabrillo Point Academy students that provides the ability to check out digital books for free - no library card required!

We hope this digital library access will not only encourage your students to read this summer, but also engage your students in learning all year long!

ACCESSING SORA IS EASY!!

Click [HERE](#) to sign in

Click "Sign in using Cabrillo Point Academy"

Select your student's school email, or choose "Use another account" and enter your student's school email, and password

NOTE: If you cannot access your student's G Suite account, please use the Google Recovery option or contact the school
OSP Team: osp@cabrillopointacademy.org


The digital library is always open even when school is closed!

OPEN 24 HOURS
Ebooks
WELCOME

Sora
The student reading app
soraapp.com



Parent Support



CURIOUS ABOUT CABRILLO POINT ACADEMY?

Join us for our Virtual Informational Sessions to learn how we can support you!

Wednesday, June 21st @ 1pm
Thursday, July 6th @ 10 am
Friday, July 14th @ 2pm*

* Last virtual info session.
Orientation sessions begin July 26th

July 19th at 6:30 PM
Panera Bread
2214 N. Tustin St
Orange, CA 92865

ZOOM LINK
[HTTPS://CABRILLOPOINTACADEMY.ORG/zoom-us/join/52661241](https://cabrillopointacademy.org/zoom-us/join/52661241)

Get an overview of our programs and everything we have to offer for a successful homeschooling journey!

The flyer features a dark blue header with a yellow pencil icon pointing to a laptop screen showing a house icon and a person icon. Below the header, there are three paper clips (yellow, green, blue) on the left. A small clock icon is next to the text 'Join us for our Virtual Informational Sessions'. A circular logo for Cabrillo Point Academy is on the right. At the bottom, there is a photo of four smiling children and a Zoom link box.



Adventures With Your Liaisons!

Coffee Chat

(Mom's Night Out)

July 19th at 6:30pm

Panera Bread
2214 N Tustin Street
Orange, CA 92865

Contact: Yvonne.Kahlen@Cabrillopointacademy.org

The flyer has a light beige background with a dark blue header. The header contains the text 'Adventures With Your Liaisons!' and 'Coffee Chat (Mom's Night Out)'. Below the header is a photo of a white coffee cup with a latte and a dusting of brown powder on a white saucer. To the left of the cup is a circular logo for Cabrillo Point Academy. Below the photo, the date and time 'July 19th at 6:30pm' are listed, followed by the location 'Panera Bread, 2214 N Tustin Street, Orange, CA 92865'. At the bottom, the contact information 'Contact: Yvonne.Kahlen@Cabrillopointacademy.org' is provided.

Adventures in Writing and Adventures in Math



Adventures in Writing

The Adventures in Writing program aims to cultivate strong writing skills in students, empowering them to express themselves confidently and effectively through writing. We believe that writing is not only an essential academic skill but also a tool for self-expression and creativity. We focus on developing a solid foundation in grammar, vocabulary, sentence structure, and composition with the three main writing essays that each student will need to focus on for their grade level.



Adventures in Math

Our Adventures in Math program is designed to make learning mathematics engaging, interactive, and enjoyable for students. We understand that each child has unique learning needs, which is why our enrichment classes cater to areas of focus for students in K-5th grade. Through hands-on activities, problem-solving exercises, and real-world applications, we aim to foster a deep understanding and love for mathematics.

Adventures in Math:

Wednesdays 10:00 am - 10:40 am

Kindergarten, 2nd-grade, and 4th-grade

Wednesdays 11:00 am - 11:40 am

1st-grade, 3rd-grade, and 5th-grade

Adventures in Writing:

Tuesdays 10:00 am - 10:40 am

Kindergarten, 2nd-grade, and 4th-grade

Tuesdays 11:00 am - 11:40 am

1st-grade, 3rd-grade, and 5th-grade

These enrichment classes are specifically designed to support students who may need extra help in mastering grade-level concepts. Our dedicated teachers will focus on strengthening the fundamentals in their individual subjects, as well as provide support towards mastery of critical grade-level standards.



Welcome Aboard

No additional new hires for the 2022-23 school year





CABRILLO POINT ACADEMY

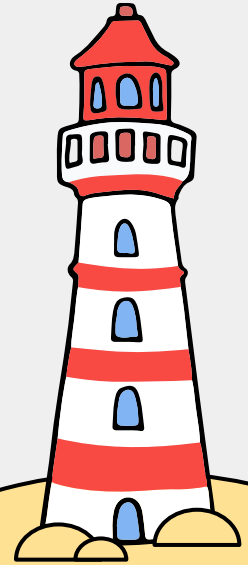
**2023-2024
BACK TO SCHOOL
ALL STAFF TRAINING**



AUGUST 2ND, 9:00-2:00 PM *VIRTUAL*
AUGUST 3RD, 9:00-4:00 PM *IN PERSON*
AUGUST 4TH, 9:30-1:30 PM *VIRTUAL*



Thank you!



Cabrillo Point Academy – 2023-24

July 2023							August 2023							September 2023							October 2023							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
						1			1	2	3	4	5						1	2		1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					
30	31																											

November 2023							December 2023							January 2024							February 2024						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
			1	2	3	4						1	2		1	2	3	4	5	6					1	2	3
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29		
							31																				

March 2024							April 2024							May 2024							June 2024						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2		1	2	3	4	5	6				1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
31																					30						

Blue – Board Meeting

Red – Due Date (See Appendix)

Green – Holiday

Appendix – Important Dates

July 2023

- No board meeting

August 2023

- August 25 @ 10:00am: Board Meeting
- Fiscal Policy Review

September 2023

- September 15 @ 10:00am: Board Meeting
- 9/15: UAR Due
- Board Training (Brown Act, Finance, Legislation, Special Education?)

October 2023

- October 20 @ 10:00am: Board Meeting

November 2023

- No Board Meeting
- 11/1/23: Dashboard Indicators due to the state

December 2023

- December 8 @ 10:00am: Board Meeting
- 12/15/23: Approve audit for previous year
- 12/15/23: LCAP due
- 12/15/23: First Interims due to county

January 2024

- January 26 @ 10:00am: Board Meeting
- Auditor selection

February 2024

- No Board Meeting
- 2/1/24: SARC due

March 2024

- March 8 @ 10:00am: Board Meeting
- 3/1/24: Comprehensive School Safety Plan due

- 3/1/24: Second Interim due to county
- 3/31/24: Auditor Selection Form due to county
- Approve employee benefits and budget
- 2024-25 projected enrollment numbers

April 2024

- No Board Meeting
- 4/1/24: Form 700s due to County Board of Supervisors

May 2024

- May 17 @ 10:00am: Board Meeting
- Public Hearing for LCAP and Federal Addendum
- 5/15/24: 990 Due
- Compensation Policy (not required annually)
- Cabrillo Parent Student Handbook
- Cabrillo Employee Handbook

June 2024

- June 21 @ 10:00am: Board Meeting
- Adopt budget (due July 1)
- Final approval of LCAP and federal addendum
- MOU for South Schools
- 6/30/24: EPA Budget and Resolution due
- Form 700 – Leaving and assuming office



CABRILLO POINT ACADEMY

13915 Danielson St., #200, Poway, California 92064

Phone (619) 782-6464 * Fax (619) 363-7051

Regularly Scheduled Board Meeting – Cabrillo Point Academy

May 19, 2023 – 10:00 am

1300 Quail Street #100, Newport Beach, CA 92660

Attendance:

Caroline Moon, Devon Roseli, Daniel Rooney, Jordan Terrones, Joel Garcia

Also Present: Jenna Lorge, Dr. Erika Vanderspek

Call to Order

Caroline Moon called the meeting to order at 10:01am.

Approval of the Agenda

- Devon Roseli made a motion to approve the agenda.
- Joel Garcia seconded.
- Unanimous

Public Hearing for the Local Control Accountability Plan (LCAP)

Caroline Moon opened the public hearing at 10:03am. Gillian Simcox and Dr. Rupi Boyd presented the LCAP data and CPA's progress on the LCAP goals and local indicators. Caroline Moon closed the public hearing at 10:22am.

Public Comments

No public comments.

Closed Session – Conference with Legal Counsel – Anticipated Litigation (Three Cases)

- Caroline Moon made a motion to enter closed session at 10:23am.
- Daniel Rooney seconded.
- Unanimous
- Caroline Moon made a motion to leave closed session at 11:05am.
- Devon Roseli seconded.
- Unanimous
- Board unanimously approved a settlement for case #1092533.
- Board unanimously approved a settlement for case #2186285.
- The Board reports that it has unanimously accepted a settlement offer signed by Granite Mountain Charter School the terms of which are consistent with CPA's minutes of December 6, 2022, and it has directed the Executive Director to sign the settlement agreement on CPA's behalf.
 - o Moon – AYE
 - o Roseli – AYE
 - o Rooney – AYE
 - o Terrones – AYE
 - o Garcia - AYE

Discussion and Potential Action on the April Financials with March and April Check Registers

Kate Eng and Jason Sitomer with Charter Impact presented.

- Joel Garcia made a motion to approve.
- Devon Roseli seconded.
- Unanimous

Discussion and Potential Action on the Employee Retention Stipends for 2023-24

This resolution was presented at the January 2023 board meeting, but an additional stipulation was added that staff members must have actively worked for the charter school during some portion of the 2022-23 school year to be eligible for the retention stipend. In addition, to ensure compliance with the 40/80 spending requirements by June 30 and ensure Cabrillo remains a competitive employer, Cabrillo would like the board to consider raising the amount of the stipend as indicated in the amended resolution.

- Daniel Rooney made a motion to approve.
- Jordan Terrones seconded.
- Unanimous

Discussion on the Contract with Charter Impact

The proposed Charter Impact contract indicates extending the rate of 1.75% of total revenue for business consulting services and charging \$6/employee for payroll services.

- Devin Roseli made a motion to approve.
- Joel Garcia seconded.
- Unanimous

Executive Director Report

Jenna Lorge provided enrollment updates, enrichment return reminders, parent information session reminders, and assessment information. Jason Sitomer with Charter Impact presented information on applying for the Employee Tax Credit. The board encouraged Cabrillo Point Academy to apply.

Discussion and Potential Action on Employee Benefits Renewal Proposal

- Jordan Terrones made a motion to approve.
- Daniel Rooney seconded.
- Unanimous

Discussion and Potential Action on the 2023-24 Declaration of Need

Dr. Erika Vanderspek explained the Declaration of Need is required by the county office of education to anticipate the number of emergency permits and limited assignment permits that might be needed to fully staff for our anticipated enrollment.

- Caroline Moon made a motion to approve.
- Devon Roseli seconded.
- Unanimous

Discussion and Potential Action on the Resolution Regarding Hiring and Retaining Out of State Employees

Dr. Erika Vanderspek explained that a review of the job descriptions for salaried director positions was completed, and it was determined that the Director of Accounting duties could be fulfilled completely remotely and thus be eligible to be completed out of state.

- Caroline Moon made a motion to approve.
- Joel Garcia seconded.
- Unanimous

Discussion and Potential Action on Board Recruitment

Caroline Moon will be resigning effective May 31, 2023. Caroline Moon made a motion to have Devon Roseli serve on the board recruitment committee with Jenna Lorge and Erika Vanderspek. Daniel Rooney seconded. Unanimous.

Discussion and Potential Action on the Appointment of Officers

- Caroline Moon made a motion to appoint Devon Roseli as the board president.
- Jordan Terrones seconded.
- Unanimous
- Caroline Moon made a motion to appoint Joel Garcia as the secretary.
- Jordan Terrones seconded.
- Unanimous
- Caroline Moon made a motion to appoint Jordan Terrones as the treasurer.
- Devon Roseli seconded.
- Unanimous

Consent Agenda

The following items are considered by the Executive Director to be of a routine nature. The last item in this section is a single vote to approve them en masse with one motion. Any recommendation may be removed at the request of any Board Member and placed on the regular agenda.

- a. Regular Board Meeting Minutes from March 10, 2023
- b. Form 990
- c. 2023-2024 Compensation Policy
- d. 2023-2024 Staff Calendar: High School Program Coordinator
- e. 2023-2024 Staff Contract Template
- f. Non-Compliance and Withdrawal Policy and Procedures
- g. Educational Vendor Policy
- h. Math Placement Policy
- i. Uniform Complaint Procedures Policy
- j. Whistleblower Policy
- k. Invoices over \$100,000

- Caroline Moon made a motion to approve the consent agenda.
- Daniel Rooney seconded.
- Unanimous

Closed Session: Employee Performance Evaluation: Executive Director

- Caroline Moon made a motion to enter closed session at 11:59am.
- Jordan Terrones seconded.
- Unanimous
- Caroline Moon made a motion to leave closed session at 1:09pm.
- Daniel Rooney seconded.
- Unanimous

Discussion and Potential Action on the Executive Director Contract, Salary, and Fringe Benefits

Daniel Rooney reported that after conducting a performance evaluation and reviewing comparable market salary information for similar director positions, the Board of Directors would like to offer Jenna Lorge a three-year employment contract as Executive Director of

Cabrillo Point Academy. The contracted annual salary shall be \$315,000 per year. Cabrillo Point Academy will provide the Executive Director with a \$1500.00 per month expense allowance for necessary expenses. The Executive Director shall be entitled to participate in all designated employee benefit programs and plans established by Cabrillo Point Academy. The Executive Director shall be eligible for 100% employer matching of 403b plan contributions as the plan allows.

- Daniel Rooney motioned to approve.
- Devon Roseli seconded.
- Unanimous

Future Agenda Items

None requested.

Announcement of Next Regularly Scheduled Board Meeting

The next regularly scheduled board meeting will be held June 23, 2023, at 10:00 am.

Adjournment

- Caroline Moon made a motion to adjourn at 1:13 pm.
- Daniel Rooney seconded.
- Unanimous

Prepared by:

Dr. Erika Vanderspek

Noted by:

Board Secretary



CABRILLO POINT ACADEMY

13915 Danielson St., #200, Poway, California 92064

Phone (619) 782-6464 * Fax (619) 363-7051

Special Board Meeting – Cabrillo Point Academy

June 26, 2023 – 3:30 pm

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

Attendance: Jordan Terrones

Through Teleconference: Devon Roseli, Daniel Rooney, Joel Garcia

Also Present: Jenna Lorge

Also Present Through Teleconference: Dr. Erika Vanderspek

Call to Order

Devon Roseli called the meeting to order at 3:31 pm.

Approval of the Agenda

- Joel Garcia made a motion to approve the agenda.
- Jordan Terrones seconded.
- Unanimous

Public Comments

No public comments.

Discussion and Potential Action on the 2022-2023 Board Calendar

It was proposed that a regularly scheduled board meeting to occur on June 30, 2023, at 10:00 am be added to the 2022-2023 board calendar.

- Jordan Terrones made a motion to approve.
- Daniel Rooney seconded.
- Unanimous

Announcement of Next Regularly Scheduled Board Meeting

The next regularly scheduled board meeting will be held on June 30, 2023, at 10:00 am, at the office located at 1300 Quail Street #100, Newport Beach, CA 92660.

Adjournment

- Joel Garcia made a motion to adjourn at 3:37 pm.
- Daniel Rooney seconded.
- Unanimous

Prepared by:

Dr. Erika Vanderspek

Noted by:

Board Secretary



Cabrillo Point Academy

Parent/Student Handbook

2023-2024

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SCHOOL MISSION STATEMENT

MISSION STATEMENT

The mission of Cabrillo Point Academy is to develop the individual gifts of students in San Diego County and adjacent counties to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education which could include online coursework, offline textbook work, project-based learning and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

DESCRIPTION OF THE PROGRAM

Our school respects a family's right to educate their children and strives to offer innovative, personalized learning options for all families. Our programs engage students with a truly personalized learning plan based on their own interests and specific learning needs while preparing them for success both now and in the future. Enrollment in our full-time independent study program is tuition-free.

Our programs provide students with many opportunities:

- Learn at home or on the go with options for flexible, standards-based learning pathways using choices of secular curriculum, online platforms, and or bundled textbook programs
- Receive guidance, support, and assistance in person and virtually from your assigned credentialed Homeschool Teacher
- Optional field trips and community events
- Numerous and diverse educational vendor services

SCHOOLWIDE LEARNER OUTCOMES (SLOS)

At our school, we have goals for students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our schools' culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

Cabrillo Point Students Are:

Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.

Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.

Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.

Independent Critical Thinkers - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.

Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

Effective Communicators - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

ADMISSIONS, REGISTRATION, & INTAKE

Upon offering enrollment, the following required registration documentation includes: Proof of age, immunization record or waiver, housing questionnaire, and proof of residence.

The student must reside within a county our school serves and provide proof of residency prior to registration. Cabrillo Point Academy serves San Diego County, Imperial County, Riverside County, and Orange County. If, while attending our school, a family moves, they must submit a new proof of residence annually and within ten days of a mid-year change in residence by completing the POR Survey in the Parent Portal. If a family moves outside of the service area for the school, the student will need to dis-enroll. There are accommodations for Homeless/Foster/Migratory Youth and students of active military families.

Proof of Residency (POR)

This will be verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 90 days. The document submitted must be a full copy that includes all pages. For example: a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current correspondence from a government agency - e.g., CalWORKs, Social Security, Medi-Cal, EDD, or rental property contract, lease, or payment receipt (Agreements must be current and have the signature page reflecting both the renters and owner/landlord signature). Please make sure that the name, date and address are visible on the document you provide.

If you have one of the extenuating circumstances below, you would need to complete the corresponding forms:

- Living with a friend or relative: Affidavit to Verify Residency Form

- Transitional living: Parent Residency Affidavit Form

High school transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans (IGP). Transcripts should be submitted during the registration process and can be uploaded to the registration portal, faxed, or emailed.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Registration in our school is contingent upon the student, parent, and teacher signing an Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Planning Amounts until the Master Agreement is signed and returned.

All students will be placed in their age-appropriate grade level, unless a previous school has officially approved a retention or promotion.

Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

THE PARENT/GUARDIAN/LEARNING COACH'S ROLE

- Regularly support your student in daily learning during the school day, following the educational plan you (and/or the Learning Coach) and your Homeschool Teacher agree to.
- The educational plan approved by the Homeschool Teacher, in collaboration with the parent/guardian, must include current grade level curriculum and materials that address state standards.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher, ensuring your student participates fully in their homeschool learning journey.
- Complete and submit the monthly Student Learning Log (attendance log).
- Support student(s) in completing the school-assigned benchmark testing (STAR 360) up to 3 times per school year.
- Complete the STAR 360 online assessment up to 3 times per school year.
- Support student(s) in attending state mandated CAASPP testing (SBAC, CAA, CAST, ELPAC (if needed) and Physical Fitness Test) or an alternate assessment.
- Practice consistent communication to enhance collaboration through daily checks of email and phone.
- Attend scheduled Learning Period meetings, as specified in the Independent Study policy (two meetings per semester in-person within 60 days), as well as any attend other necessary meetings (on the phone, via web conference, or in-person), with school staff and student(s).
- Regularly support your student in their attendance and continual participation in any and all:
 - Intervention
 - Specialized Academic Instruction
 - and/or related Special Education services as written into their Individualized Education Program, if applicable.

- Ensure your student participates in online or other recommended intervention supports if needed and advised by your Homeschool Teacher, Student Support Team, 504 Team, or Individualized Education Program Team
- Furnish your student with a learning environment that is conducive to student learning.

STUDENT BEHAVIORAL EXPECTATIONS

Learning takes place in a variety of settings. These may include, but are not limited to:

- Online classroom sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events

At our school, the primary focus is on student learning. Any behaviors that prevent all students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

- When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
- Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
- No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
- No offensive comments, language, or gestures are part of the learning environment.
- Impersonating another person on an online platform is prohibited.
- Use only your own username and password for online platforms and do not share these with others.
- Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)

Infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

VIRTUAL MEETINGS

Virtual meetings with school staff shall be held in school-maintained, school-initiated virtual meeting platforms (e.g., Zoom, Google Meet). Recording, or taking photos, screenshots, or recorded audio transcription of school meetings is not allowed by parents/guardians/educational rights holders/students, with the exception of IEP team meetings. Parents have the ability to audio record IEP team meetings with advanced notice to Cabrillo Point Academy per Education Code section 56341.1(g). School meetings with students or relating to students are considered to be confidential communications. As such, CPA staff members have an expectation of confidentiality and duty to ensure confidentiality of such communications. School staff may, on occasion, initiate recording of general information meetings, as well as live Zoom classes, intended for parents, absent students, administration, accreditation organizations, other teachers, and those with a legitimate educational interest in the materials, but in such cases, recording will be disclosed, and consent obtained by participants in advance of participation in the

meeting.

ZOOM DISCLAIMER

The purpose of the Zoom Disclaimer (Student/Parent Zoom Acceptable Use) is to build trust, respect and have safeguards in place for students to abide and adhere to the guidelines set forth by the school.

The goal is to prevent Zoom violations from occurring in our school organization by:

- Protecting data, student privacy and IT Security.
- Protecting students and staff from Cyberbullying, Abuse, Threats and Sensitive Content.
- Protecting unauthorized access data loss protection against security breaches and impersonating.
- Protecting unauthorized disclosure and dissemination of data from cybersecurity attacks.

Zoom Acceptable Use

In order to create a safe, trustworthy, and respectful environment for students when taking part in online Zoom meetings, the following considerations must be observed and adhered to:

- By accepting the Zoom meeting ID and joining the meeting you agree to the terms set out in this document and Zoom Community Standards Guidelines.
- Participants should be dressed appropriately.
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
- Recording, photos or screenshots of the Zoom meeting are not allowed by participants.
- Participants will be held in the Zoom 'lobby' until the teacher is available to meet with them.
- For participants some Zoom facilities will be disabled by the host teacher. This includes but is not limited to the screen record function, chat and screen share.
- Zoom Community Standards conduct policies apply to Zoom meetings, and the teacher retains the right to terminate a meeting or a specific student's attendance in the event a violation of the above has occurred.
- A student (participant) could be in violation of the law by doing the following in Zoom Meetings:
 - Abuse - harass, intimidate, cyberbullying, silence someone else, or encourage others to do so
 - Hateful conduct - You may not promote violence against, threaten, or harass other people on the basis of race, ethnicity, national origin, caste, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease.
 - Sensitive Content - sensitive content as content that depicts or promotes graphic violence, adult content, inappropriate content, gratuitous gore, hateful imagery, and child exploitation material.
 - Violence - to threaten or call for violence, serious physical harm, death, or disease to an individual or group of people. We also prohibit the celebration of any violent act that may inspire others to replicate it or that targets people because of their membership in a protected group. Examples of violent threats are the following;
 - threatening to kill someone;
 - threatening to sexually assault someone;
 - threatening to seriously hurt someone and/or commit a violent act that could lead to someone's death or serious physical injury;

- asking for or offering a financial reward in exchange for inflicting violence on a specific person or group of people.
- Illegal or certain related goods and services -
 - Counterfeit goods and services;
 - Drugs and controlled substances;
 - Human smuggling or trafficking;
 - Products made from endangered or protected species;
 - Sexual services;
 - Gambling, betting or wagering activities;
 - Unauthorized multi-level marketing businesses;
 - Stolen goods; or
 - Weapons, including firearms, ammunition, and explosives, instructions on making weapons (e.g., bombs, 3D printed guns, etc.).
- Copyright, trademark, defamation, right of publicity, and impersonation
 - Copyright is a form of legal protection for original works, like books, movies, photos and music. Copyright law prevents others from copying or displaying another's work without permission subject to a few exceptions, most commonly fair use. "Fair use" is typically a use for criticism, comment, news reporting, teaching, scholarship, or research.
 - A trademark is a word, logo, phrase, or design that distinguishes a trademark owner's good or service in the marketplace. Trademark law prevents someone from using a trademark to confuse others about whether a product or service is authentic, or to suggest that there is a relationship with the trademark owner when there is not.
 - Defamation (slander/libel) is to make false statements about someone that damage that person's reputation.
 - The "right of publicity" is using someone else's name, persona, or image for marketing or advertising purposes without their permission.
 - Impersonation is pretending to be someone you are not.

Consequences

Staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

SCHOOL CALENDAR

As a public charter school, we offer families full-time, continued enrollment throughout the entire school year.

2023–2024 School Calendar

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples



School Year Dates	
Aug 14	First Day of School
Jan 12	Last Day of 1st Semester
Jan 16	First Day of 2nd Semester
May 31	Last Day of School
School Calendar: 08/14-05/31	

Instructional Days	
90 Days	Semester 1
87 Days	Semester 2
177 Days	Total Instructional Days

Holidays	
July 3 - 4	Independence Break
Sep 4	Labor Day
Nov 10	Veterans Day (observed)
Nov 20 - 27	Thanksgiving Break
Dec 22 - Jan 5	Winter Break
Jan 15	Martin Luther King Day
Feb 16 - 23	School Recess
Feb 19	Washington/President's Day
Feb 23	Lincoln's Birthday (observed)
Apr 1 - 5	Spring Break
May 27	Memorial Day
June 19	Juneteenth

Learning Periods	
LP 1	08/14/2023-09/08/2023 (19)
LP 2	09/11/2023-10/06/2023 (20)
LP 3	10/09/2023-11/09/2023 (23)
LP 4	11/13/2023-01/12/2024 (28)
LP 5	01/16/2024-02/15/2024 (23)
LP 6	02/26/2024-03/22/2024 (20)
LP 7	03/25/2024-04/30/2024 (22)
LP 8	05/01/2024-05/31/2024 (22)

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

	School Closed
	Staff In-service, no School
	First & Last Day of School/Semester

CURRICULUM CHOICES & LEARNING PATHS

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents/guardians/learning coaches design a learning plan that can incorporate:

- A variety of grade level appropriate curriculum options and platforms
- Academic support including interventions
- A child's optimal learning modalities
- A wide variety of enrichment resources, materials, and experiences
- School-sponsored learning enrichment, field trips, and student activities
- A blend of virtual, synchronous, asynchronous, and in-person support

If you are looking for an engaging, easy-to-follow learning platform, explore in-house curriculum options, such as K12, ALEKS, Redbird, Edgenuity, and Choice Plus Academy. Additional curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through the school's ordering system.

Our school curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education
- Students with 504 Plans

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Homeschool Teacher or HQT (for middle/high school Edgenuity and ChoicePlus Academy programs) and she/he will do their best to work with you to identify alternative lessons to meet the lesson objectives.

CURRICULUM: TRANSITIONAL KINDERGARTEN - 8TH GRADE

Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or unlimited choices of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten

- [EmbarK12 by K12](#) - Online & Offline
- Other curriculum can be ordered through the school's ordering system

Kindergarten-2nd Grade

- [K12](#) - Online & Offline
- [Redbird](#) - Online Math (Grades K-2) and Language Arts/Writing courses (2nd Grade)
- Other Curriculum - Can be ordered through the school's ordering system

3rd-5th Grade

- [K12](#) - Online & Offline
- [ALEKS](#) - Online Math courses
- [Redbird](#) - Online Math and Language Arts/Writing courses
- Other Curriculum - Can be ordered through the school's ordering system

6th-8th Grade

- ChoicePlus Academy - Uniquely-designed courses taught live twice weekly in an online classroom. Internet access is required to attend scheduled courses and submit work.
- Edgenuity - Online, engaging, video-based curriculum
- [ALEKS](#) - Online Math courses
- [Redbird](#) - Online Math and Language Arts/Writing courses (Grades 6 & 7)
- Other Curriculum - Can be ordered through the school's ordering system

CURRICULUM: HIGH SCHOOL

Our school develops an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Homeschool Teacher or a High School Counselor, based on the student's short and long-term academic goals, graduation requirements, and post high school plans. We provide high school students with various homeschool curricula and educational vendor options, including "a-g," honors, and AP courses. Students have the freedom to choose courses from the curricula listed below:

Taught by our school's content teachers (HQTs):

- ChoicePlus Academy - Uniquely-designed courses taught live twice weekly in an online classroom. Internet access is required to attend scheduled courses and submit work.
- [Edgenuity](#): Online, teacher supported, engaging video based curriculum
- Both Edgenuity and ChoicePlus Academy offer a variety of honors and AP courses. Course selection can change at any time based on student enrollment and staff availability. Some AP courses offered have included:
 - AP Biology
 - AP Calculus AB
 - AP English Language & Composition
 - AP English Literature and Composition
 - AP Spanish Language & Culture
 - AP U.S. Government & Politics
 - AP U.S. History
 - AP World History

Offered by external providers:

- [ALEKS](#) - Pre-Algebra & Math Foundations Elective online math courses
- A combination of the above
- Other Curriculum - Can be ordered through the school's ordering system

We also adopt AP and honors courses from Apex Learning, ASU Prep, iLead, Pearson Online, and UC Scout. If you are interested in an AP or honors course from a different vendor, please contact your HST.

For the 2023-2024 school year, we recognize the following honors courses:

- History/Social Studies: all levels
- English: English 9-12
- Math: Algebra II and higher
- Science: Biology, Chemistry, & Physics
- World Language: Year 3 and higher

*Please note that the UC/CSU system calculates their own GPA for admissions purposes. Their calculation does not allow for a GPA boost for honors courses taken in 9th grade. Students should check with their individual colleges and review how their GPAs will be recalculated on the application. To review the GPA calculation for the UC/CSU system, please check [here](#).

MINIMUM GRADUATION REQUIREMENTS

High school graduation requirements and college entrance requirements are not the same. Admission to competitive colleges and universities will require a rigorous course of study. Students will work with their high school counselor to develop an Individualized Graduation Plan based on post high school goals, interests, and prior academic history.

College admission requirements vary from school to school. Students should check the admission requirements of any college(s) in which they are interested. Students should reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
History / Social Science	6 semester courses <i>(Must include one year of US History, one year World History, one semester of Government, and one semester of Economics)</i>	30
English	6 semester courses	30
Math	4 semester courses <i>(Algebra 1 is a graduation requirement)</i>	20
Science	4 semester courses <i>(Must include one year of Physical Science and one year of Biological Science)</i>	20
Visual & Performing Arts	2 semester courses	10
World Language		
Career Technical Education (CTE)		
Electives	18 semester courses	90
Total =		200 Credits

* Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

4-YEAR COLLEGE ENTRANCE REQUIREMENTS

Students applying to a 4-year college should plan to meet “a-g” requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and strongly recommended for students who plan to apply to private and out-of-state colleges and universities. The “a-g” requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History Social Science	2 years <i>(one year of World History and one year of US History, or one semester of US History and one semester of Government)</i>
b	English	4 years
c	Mathematics	3 years (4 years strongly recommended) <i>Pre-Algebra and Consumer Math do not count towards this requirement</i>
d	Laboratory Science	2 years (3 years strongly recommended) <i>(At least two of the three disciplines of Biology, Chemistry, and Physics)</i>
e	Language Other Than English	2 years (3 years strongly recommended) <i>(Must be the same language)</i>
f	Visual & Performing Arts	1 year of the same discipline
g	College-Preparatory Elective	1 year

Suggested Course Sequence			
9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> English 9 Algebra 1 Biology WLG Year 1 VPA Elective 	<ul style="list-style-type: none"> World History English 10 Geometry Chemistry WLG Year 2 Elective 	<ul style="list-style-type: none"> US History English 11 Algebra II Physics WLG Year 3 	<ul style="list-style-type: none"> Economics and Government Precalculus Elective Elective

All “a-g” courses must be completed with a grade of C or better. Students can check the progress of their “a-g” requirements by consulting with their high school counselor.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the “a-g” requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to verify SAT or ACT requirements for colleges for which they are interested

For more information, please visit the sites below:

- [“a-g” Requirements](#)
- [“a-g” Course List](#)
- [SAT Information](#)
- [ACT Information](#)

HIGH SCHOOL ELECTIVE CREDIT FOR MIDDLE SCHOOL STUDENTS

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by middle school students. As a parent-choice school, we allow middle schoolers to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact your Homeschool Teacher to discuss starting high school courses early prior to enrolling in high school level courses or using high school curriculum.

It's important to know

- Middle school students can earn elective credit for taking high school math, world language, and CTE courses (CTE courses are open to 8th grade only).
- Students can't "block schedule" multiple courses in the same subject per year.
- Students who take high school courses while in middle school will have the courses placed on their transcript at the start of 9th grade.
- Students who take high school courses while in middle school must complete the full high school standards aligned course. This means they will need to either take a course that is a-g as is, or complete a course outline (for CTE, they will need to take a CTE course with a credentialed CTE teacher). Your HST will monitor the high school course(s) with the same practices as any other high school course.
- High school courses completed in middle school will not be included in the high school GPA.
- Please keep in mind that not all high schools or districts will accept high school credits earned during middle school. Should the student transfer, it is up to the receiving school or district to grant credit.
- Students who are taking math or World Language courses must start them in the fall and take the A portion in the fall and the B portion in the spring.
- If your student is interested in playing sports in college they may want to take NCAA approved courses so that the courses can count towards NCAA requirements. Let your HST know if your student is interested in playing sports in college.
- Students have to meet the state minimum graduation requirements while in grades 9-12. This means that even if they take high school courses in middle school, while in grades 9-12 they have to take:
 - Three years of English
 - Two years of math
 - Two years of science (one life and one physical)
 - Three years of social science (world history, US history, government, and economics)
 - One year of Visual Performing Arts or World Language

*For example, if a student takes Algebra 1 and Geometry in middle school, they will need to take Algebra 2 and Precalculus in high school to meet the math graduation requirement

Is your student ready?

- For World Language and CTE, students do not need to demonstrate subject matter readiness, but should be ready for a high school level course in general.
- For Algebra 1, your HST will verify that a standards aligned Math 8/Pre-Algebra has been completed. If not, your student will be required to take a proctored readiness exam.

When your middle school student takes a high school course

- Your HST will work with you to create an IGP so you can see how this will impact high school
- The course must be added to your student's MA
- The high school add/drop date will apply. The deadline to add or drop a high school course, or change a high school course's curriculum, is the last day of the first LP of the semester (LP1 or 5)
- If your student starts to struggle in the high school course please contact your HST right away

If you have any questions about this policy, please let your HST know before signing up for the high school course(s).

ACADEMIC EXPECTATIONS

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Homeschool Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Homeschool Teachers work together to provide support for struggling students. Families are required to meet with their Homeschool Teacher, at minimum, once every 20 school days.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher, developed to ensure graduation within four years of starting high school. Short and long term goals will be created based on the needs of each student. A high school counselor is also assigned to each student and will review the IGP each year. High School courses are assigned after the IGP is approved by the high school counselor and/or high school administrative team.

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Homeschool Teacher and high school counselor if they wish to graduate high school early. Students must be enrolled in a minimum of four courses (20 credits) each semester. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students who fail a course will earn 0 credits for the course and could potentially no longer be "on track" for

graduation. Students who become credit deficient should work with their teacher and high school counselor to adjust the Individualized Graduation Plan.

Students may take a maximum of 40 credits per semester based on HST and counselor recommendation. Any student requesting more than 40 credits in a semester will require approval by a High School Administrator.

I CAN STATEMENTS

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families and they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Learning Plans for each student.

ASSIGNMENT & WORK RECORDS (AWR)

Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR is personalized for each student and is a strategic plan that helps ensure appropriate progress through the standards is achieved.

ACADEMIC INTEGRITY

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed. The school reserves the right to use plagiarism tools to verify the academic integrity of student work.

By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)

- Taking an exam for someone else
- Using bribery/blackmail/threats

Any student known to have acted without academic integrity will be subject to disciplinary action in the following manner:

- **First offense:** For the first offense of academic dishonesty, students will receive an 'unofficial' warning. The goal is to educate students to ensure they have a comprehensive understanding of academic honesty. Students will receive a grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified.
- **Second offense:** For the second offense of academic dishonesty, students will receive a grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified, and students will sign an Academic Integrity contract. The offense will be documented for staff use.
- **Third offense:** For the third offense of academic dishonesty, students will receive a grade of F and/or 0% on the assignment/exam with no option to resubmit. The Homeschool Teacher will also conference with the parent/guardian and school administrator. The offense will be documented for staff use.
- **Fourth offense:** For the fourth offense of academic dishonesty, students will receive a grade of F in the class. The school will also hold another conference, and the student will be placed on Academic Probation for one year. Students placed on Academic Probation may be subject to the following consequences:
 - Copy of cheating referral placed in permanent cumulative file
 - Proctored unit tests and finals by a staff member (HST)
 - Restricted from participating in school activities (field trips, prom, graduation)
 - Ineligible to receive letters of recommendation from staff and faculty
- **Fifth offense:** For the fifth offense of academic dishonesty, a disciplinary hearing will be held, with possible expulsion from the school as a result.

REPORT CARDS

Review of Student Work

Families share all of the learning that has occurred during their monthly meetings with their teachers. Teachers work with the family to review and reflect on student learning. For TK-8th grade students, teachers will use the shared information to determine mastery of standards and match these to the I CAN statements.

AWRS - ASSIGNMENT AND WORK RECORDS

Each Learning Period, the homeschool teacher will work with their families to plan assignments based on the California Common Core Standards or high school course assignments. After the assignments have been completed by the student, the teacher will grade and record the work done in the Cabrillo Point Academy Student Information System. These records are called AWRs and are created by the HST each learning period and available to the parent.

REPORT CARDS - TK-8TH

At Cabrillo Point Academy Charter School, students, parents, and teachers work in partnership to design

personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan and is guided by the I CAN statements.

Report Cards are required for grades TK-8. Report cards reflect the hard work our students do each semester and are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications, etc. Parents will receive a copy of their child’s report card at the end of each semester. A copy of each report card will also be placed in the student’s cumulative file.

It is our school’s policy and practice that individual student data is never shared with anyone other than the parent and teacher. The data is used solely to show grade level and school-wide trends for accreditation purposes.

REPORT CARDS - HIGH SCHOOL

All 9th-12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on quality of work and work completed in the student’s assigned high school courses.

Students in high school earn letter grades. High school students need to complete requirements and lessons as outlined by their Homeschool Teacher or by the High School Content Teacher.

The chart below shows the grading rubric for high school courses:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

CONCURRENT, COMMUNITY COLLEGE ENROLLMENT

- Concurrent enrollment means a high school student takes college courses while remaining a full-time high school student
- In order for a high school student to take a college course, they will need to follow the instructions and meet the minimum eligibility requirements for concurrent enrollment as posted on the college’s website
- Students must submit completed concurrent enrollment forms to the high school counselor for processing. Blank concurrent enrollment forms will not be approved
- Concurrent enrollment forms must be signed by the high school counselor and may take up to 3-5 business days to complete so please plan ahead
- The student must ensure that the signed concurrent enrollment form is returned to the college in a timely manner
- High School students must remain full-time students in good academic standing. Students must take a **minimum of 15*-20 credits per semester** in high school. (*The college course must be on Master Agreement for students to drop down to 15 credits. See the Process to Enroll below.)

- High School students can take a **maximum total of 11 college credits per semester**
- Students may take core academic or elective courses at the college
- Students should consult with their high school counselor before enrolling in a college course. The counselor will advise on college courses and check graduation requirements
- High school credit is only awarded for courses articulated in advance
- High school credit will not be granted for courses taken at colleges/universities with a religious worldview, regardless of course subject
- Courses completed through college/university extension programs are rarely transferrable and generally do not count for high school credit. Contact your student's counselor before signing up
- The high school counselor will approve courses based on course history, academic standing and overall GPA. Please ensure that all official transcripts from previous college courses have been sent to the Records Department, **the counseling team cannot sign concurrent enrollment forms when there are missing official college transcripts from previous semesters.**

CREDIT CONVERSION

- The high school counselor will help students determine how college course(s) will count towards high school graduation requirements. For example:
 - Remedial courses count towards the Elective graduation requirement
 - US History and World History courses must cover a comprehensive timeline. US History courses must at least cover Reconstruction to present day. World History courses must at least cover the 1800s to present day
- We do not determine which college courses are transferrable to 4-year universities. The student's future college will review the college transcript and determine any credit awarded
- Please check the chart below for the college credit to high school credit conversion rate:

Community College Credits	High School Credits
1 credit	2.5 credits
1.5 - 2.5 credits	5 credits
3 or more credits	10 credits

*if a student is awarded less than 1 credit at the community college, the high school will issue the same amount of credit in high school. For example, if a student completes a course worth .5 credits at a community college, the high school will award .5 credits on the high school transcript.

AG approved – means that the community college course meets A-G requirements. Students will need to earn a grade of C or better in order to fulfill an A-G requirement.

- Science courses will need to include a lab component in order to meet the laboratory science A-G requirement
- Non-transferrable math community college courses in elementary algebra, geometry, intermediate algebra or trigonometry, with a grade of C or better, can satisfy one year of the mathematics A-G requirement

- For more information on how community college courses can fulfill A-G requirements, please refer to this guide

CC GPA boost – means that the community college course is academically rigorous (community college courses that are 3 units AND both UC and CSU transferable), and will be granted an extra point in the weighted GPA calculation on the high school transcript. Please keep in mind that while middle school students can take community college courses, this will not affect their high school GPA. The high school GPA is calculated with the classes taken during grades 9 through 12.

PROCESS TO ENROLL

- Family picks a college and fills out the college's concurrent enrollment form (if college has a form).
- Family submits the concurrent enrollment form to their high school counselor.
 - Please note, all California community colleges will provide a concurrent enrollment permission form.
- The high school counselor reviews college course(s) and determines which high school graduation requirements will be fulfilled, how many credits will transfer over to the high school transcript, and whether 'a-g' requirements will be met.
- The high school counselor signs the concurrent enrollment form and returns the form to family with directions for next steps. Some colleges offer electronic forms that don't require a physical signature. In that case, the college will notify the student once the counselor has signed the electronic form.
- If not submitted electronically, the family submits the signed form to the college via email, fax, or in-person to the college's admission office.
- Student follows the college's process to enroll in college course(s).
- Once final semester grades are posted, family must submit an official transcript to the Records Department so that the grade can be added to the high school report card. Official transcripts must be sent directly to the high school from the college. Future requests for concurrent enrollment will not be approved if the school is missing the official transcript from the previous semester. The report card will show an "Incomplete" grade until official transcripts are received. Families can order paper or digital official transcripts.

Please send official transcripts to:
Cabrillo Point Academy
Attn: Records - CC Transcripts
4612 Dehesa Road
El Cajon, CA 92019
OR

Please email official digital transcripts to the
Records Department:
records@cabrillopointacademy.org

*Please note the below steps may not be completed for summer or intersession courses:

- Family provides proof of enrollment to the HST and counselor by the high school's add/drop deadline.
- Family must sign the Master Agreement Addendum.
- Family must provide work samples for each Learning Period.
- Family must provide a copy of the community college course gradebook to their HST each Learning Period.

CONCURRENT ENROLLMENT PRIOR TO STARTING HIGH SCHOOL

- Enrolling in a college course will begin your student's official college transcript. Your student's course grade will be listed on the college's permanent academic record.
- Community College policy related to tuition can vary for students in grades K-8. Please check with the college directly to see if your student is eligible for free tuition or if you will be required to pay the in-state tuition rate. Planning amounts cannot be used to pay tuition for the community college classes.
- We recommend you familiarize yourself with the college's important dates/deadlines. If your student is not enjoying the experience in the class, please be sure to adhere to the college's posted course Add/Drop deadline. Dropping an unwanted class within the allowable time frame can prevent the course from being added to the permanent academic record (transcript). Our school does not determine college deadlines and cannot assist with exceptions to missed deadlines.
- Students taking concurrent enrollment courses prior to the second semester of grade 9 will be approved for elective and world language courses only. Math courses may be approved if there is no equivalent high school course available.
- If your student wishes to continue with concurrent enrollment, a new request must be made each semester and is subject to approval by the school counselor. An official college transcript of previously completed college work will be required.
- College credits earned prior to the start of 9th grade will not be listed on your student's report card.
- Upon entry into grade 9, college courses taken in grades 6-8 may be added to your high school transcript as "Elective" credits. A review of college credits earned while in grades 6-8 will be conducted by the high school counselor prior to adding courses to the high school transcript. High school credits will not be awarded for community college courses taken prior to grade 6.

HONORS AND AWARDS

Cabrillo Point Academy recognizes graduates in the following ways:

- Golden State Merit: Students who demonstrate a certain level of mastery are eligible to receive a Golden State Seal on their high school diploma and a gold cord for the graduation ceremony. Students must meet all eligibility criteria in at least 6 subject areas. For more information, see the Golden State Merit website
- Seal of Biliteracy: Students who have achieved a high level of literacy and fluency in one or more language(s) in addition to English will receive a California State Seal of Biliteracy on their high school diploma and a light blue cord during graduation. For more information, please visit the California State Seal of Biliteracy website.
- National Honor Society: National Honor Society members in good standing receive a gold and blue cord to wear for graduation

Students may receive one of the following GPA-based awards:

- Valedictorian: The top 5% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Valedictorians are recognized with a gold medal at graduation
- Salutatorian: The top 5.1-10% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Salutatorians are recognized with a cord in the school colors at graduation

- Honor Roll: All students with a GPA of 3.5 and above, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Honor grads are recognized with a white cord at graduation

ATTENDANCE

- Parent/Guardian is responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Log (Attendance Log) must be signed and submitted to your Homeschool Teacher at the end of each learning period. The Homeschool Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed three school days in a learning period, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.
- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Homeschool Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and the student may be subject to withdrawal. (Refer to Non-Compliance Policy)

WITHDRAWING YOUR STUDENT

To withdraw your student, please provide your Homeschool Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal
- Submit your last attendance log and work sample
 - The last day of documented attendance is the last day of enrollment

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned.

Please Note: Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense.

EDUCATIONAL MATERIALS & RESTITUTION POLICY

This policy supports Cabrillo Point Academy's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

The purpose of the Cabrillo Point Academy Governing Board approving this Educational Materials and Restitution Policy is to accomplish the following:

- Provide an Overview for the Educational Materials and Restitution Policy
- Outline the Procedures for the Restitution Process

OVERVIEW

Students attending Cabrillo Point Academy may receive access to certain school property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$10,000.

Cabrillo Point Academy shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to Cabrillo Point Academy. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

Once returned, some materials may not be usable in Cabrillo Point Academy's school library. Once materials are returned, library staff will determine if any items are unusable and may mark those materials as consumable. Once marked as consumable, those items may be shared with either the family who is returning them or discarded according to the approved policies.

Procedures

- Cabrillo Point Academy shall use inventory systems that clearly identify the student and type of school property issued to the student.
- Cabrillo Point Academy shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored. Parents are responsible to pay out of pocket to return items that are taken out of state.
- Cabrillo Point Academy shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
 - Cabrillo Point Academy shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").
 - The Written Notice will inform families that Cabrillo Point Academy may contact law enforcement and/or refer the debt to a collections agency.
 - If the parent/guardian disagrees with Cabrillo Point Academy's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.
 - After reviewing any information provided by the parent/ guardian, the Executive Director (or his/her designee) shall decide whether or not to impose the fee for damages. The parent/guardian

shall be notified in writing of the decision. The written decision of the Executive Director is final. There is no appeal beyond the school level.

- Upon receiving notification of Cabrillo Point Academy's decision ("Second Written Notice"), the parent or guardian must address the outstanding obligation payable to Cabrillo Point Academy or return missing property.
- The purpose of this policy is to provide families a reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid Cabrillo Point Academy having to seek a legal recourse. If the Second Written Notice is unsuccessful, Cabrillo Point Academy may consider referring the debt to a collections agency as a last resort.

SPECIAL EDUCATION

School personnel are committed to identifying and serving students who have exceptional needs and are eligible to receive Special Education supports and services. Our commitment is based on the belief that all students shall have access to a high-quality public education.

In cooperation with the El Dorado County Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

Overview of Special Education

Special Education is specially designed instruction, support, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Requesting Academic Support

When you initially have academic questions or concerns, you should discuss those questions and concerns with your Homeschool Teacher. Your Homeschool Teacher will support you with strategies, interventions, and/or accommodations to use with your child as appropriate to address your concerns.

In the event that you and your Homeschool Teacher need additional guidance in supporting your child, you may request a Student Success Team (SST) meeting be conducted. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention.

Determining Eligibility for Special Education

Cabrillo Point Academy recommends that students participate in the SST intervention process to determine if a special education evaluation should be completed. Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education, Homeschool Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When Cabrillo Point Academy receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a "full and individual initial evaluation" in all areas of suspected disability to determine if the child has a disability and determine the child's educational needs. A full evaluation indicates that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by Cabrillo Point Academy via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

Components of an Individualized Education Program (IEP)

An IEP is a contractual, legal obligation, on the part of Cabrillo Point Academy stating how Cabrillo Point Academy plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

Role of the Parent in an IEP Meeting

Parents are encouraged to participate in the IEP meeting by providing input on appropriate goals, supplementary aids and services, and program accommodations used during the instructional day, as the parent is the primary learning coach. Please speak with your Special Education case manager regarding the structure of IEP meetings and if you have any questions or concerns.

Education Services Provided in an Independent Study Program

Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- All IEP direct and related services are delivered in the least restrictive environment. CPA is a non-classroom based charter school and services are typically provided virtually. If a parent or other IEP team member believes a change in setting or service delivery method is required, this would be discussed at an IEP team meeting and would be a data-driven decision.
- Specialized Academic Instruction (SAI) is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the California Department of Education to work with school-aged students and

they are carefully selected by Cabrillo Point Academy.

Education Non-Public Agency (NPA) Providers

Cabrillo Point Academy regularly evaluates our students' needs and are continuing our effort to provide the most competent teams to service our students. In order to improve the ability to collaborate more effectively with related service providers, CPA enters into contracts and issues Individual Services Agreements to support students' services with provider agencies and school staff that will appropriately and effectively deliver all special education services. Each NPA oversees the scheduling and availability of their services providers. Cabrillo Point Academy's Special Education Department will confirm an NPA's certification with the California Department of Education and establish a contract with that NPA to start services.

Special Education Teacher's Input Regarding the General Education Plan

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get an additional perspective on how to help support a student's needs, challenges, and strengths.

Work Samples for Students with and IEP

Cabrillo Point Academy's general education work sample policy is the same for all students.

Return of Assistive Technology Devices, OT Supports, APE Equipment, and/or Any Other Purchase Made by the SPED Department on Behalf of the Student

On a case-by-case basis, the School may purchase special education equipment for use in a child's home or other setting if the child's IEP team determines that the child requires access to those devices in order to receive a FAPE. When a child disenrolls from the School, the School is responsible for providing a Special Education student with the continued use of special education equipment, or a comparable device. The continued access to the assistive technology device can be had for up to 60 days after the student has disenrolled from the School. If the student is provided an alternative equipment, or a comparable device from a new school, or upon expiration of the 60 day period, the student is required to return all equipment to Cabrillo Point Academy.

PLANNING AMOUNTS

PROGRAM DESCRIPTION

We focus on Personalized Learning, a philosophy that truly 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 Cabrillo Point Academy's educational mission, families and staff together carefully select educational items and services for students to fit their goals and education plan. The Governing Board of Cabrillo Point Academy adopted Educational Vendor Policies and Procedures to ensure Cabrillo Point Academy funds are budgeted and expended on Cabrillo Point Academy-approved educational items and services.

For the 2023-2024 school year, the Planning Amounts are as follows*:

- Transitional-Kindergarten-8th Grades: \$3,500
- 9th-12th Grades: \$3,800

**All planning amounts may be adjusted to accommodate changes in the state budget that affect the school budget. Planning amounts are prorated based on period of time enrolled and the date upon which the Master Agreement is signed.*

Key requirements detailed in this policy include:

- The Homeschool Teacher and Executive Director (terms defined policy) must approve all requests for educational items or services to ensure they are aligned with the charter petition and student's personalized learning plan.
- The Charter School must approve all educational vendors before they can provide educational items or services to students. Services will not be approved for students prior to the vendor's official approval date.
- No family may spend, or obligate Cabrillo Point Academy to spend, any Cabrillo Point Academy monies on educational items and services. Cabrillo Point Academy is responsible for making purchases of approved educational items and services.
- Parents make requests for educational items and services to Cabrillo Point Academy. The Executive Director can deny any request for educational items or services in his or her sole discretion for any reason. The Homeschool Teacher and Executive Director shall ensure purchased educational items and services meet the following requirements:
 - From approved educational vendors only.
 - Support the requesting student's personalized curriculum and education plan.
 - Must be aligned with State standards, student's course of study, and student's independent study master written agreement.
 - From an educational vendor who is not related to the family requesting the educational items or services and otherwise does not present conflict of interest concerns.
 - A Vendor, Vendor Location, Enrichment Center, Co-Op, and/or Collective Vendor Location 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 the Vendor agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); except for visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the School.
 - Services may not exceed \$500 per calendar month per vendor.
 - Planning amounts may not be used to pay for services or field trips when school is not in session during summer or holiday breaks.
 - Individual student field trips (non-school group field trips) must take place during the normal school day (not in the evening or on weekends).
 - The Charter School will not approve partial payment for educational services (the cost of services cannot be split between the Charter School and parents).
- The Homeschool Teacher and Executive Director must ensure students have access to 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.
- Cabrillo Point Academy establishes a planning amount for students for educational items and services per full school year. Cabrillo Point Academy developed the 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. This planning amount cannot be transferred to any other student. This planning amount does not carry over from year to year and belongs to the school, not the student.

- All educational items requested through the school's ordering system are the property of Cabrillo Point Academy. Families must return all educational products upon disenrollment or upon request by the Executive Director or Homeschool Teacher. In accordance with applicable law, parents are responsible for replacing lost, stolen, damaged, 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.
- 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 the school's ordering system.

**The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.*

HOW TO REQUEST SERVICES/PRODUCTS

- Visit the school's ordering system to request educational services and products.
- Services may only be requested through approved educational service vendors.
 - Services will only be approved after the official approval date of a new vendor.
 - Vendors that are out of compliance will not be available for services.
- The first time a family uses an educational vendor for service, they will need to sign and submit a waiver form.
- If services are approved by the Homeschool Teacher, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access Enrichment Certificates through the school's ordering system. Students cannot receive educational services without an Enrichment Certificate, and backdated services will not be approved.
- Families will present the Enrichment Certificate to the educational vendor. Services must not begin prior to providing the educational vendor with an Enrichment Certificate.
- Each educational vendor will invoice the charter school for the approved educational services approved on the certificate. Parents or Guardians should not submit invoices on behalf of vendors.
- The school pays educational vendors directly. Parents must not pay educational vendors for student services as we cannot provide payment/reimbursement to families.
- Technology devices can be requested from an approved list through the school's ordering system. Please submit a ticket at the [CPA Remote Ticket Form](#) with any questions.
- The Technology Acceptable Use Acknowledgement must be signed in order to receive approved technology equipment. All families receive this form through email at the beginning of the year.

HOW TO REQUEST A NEW EDUCATIONAL SERVICE VENDOR

If you would like to suggest a new educational service vendor, please complete this form: [Suggest a Vendor](#). This can only be filled out by the parent or the teacher. Please include as much information as possible, including a

contact person and email address to reach the vendor. Typically, we have the most success when the family or teacher reaches out to the potential vendor first.

Once the Vendor Support Department receives the survey response, they will verify if we can move forward with the newly suggested educational vendor. If eligible, the vendor will receive an email requesting additional information and eventually the documents that need to be completed and returned for approval.

Once the vendor has completed the onboarding process, they will be listed as an approved vendor in our school's ordering system. Only then, the vendor will be available for families to request services. Services are still subject to approval and may not be backdated (prior to the vendor's approval date or prior to the request date).

If your vendor suggestion has been declined, the Vendor Support Department is unable to disclose to families, teachers, or vendors the reason(s) a vendor may be ineligible.

Cabrillo Point Academy is responsible for approving Educational Service Vendors and requests for educational services to ensure such services align with the charter, state law, school budget, and a student's course of study. Cabrillo Point Academy may approve or reject educational vendors and parent/student requests for educational services from vendors in its sole discretion. Vendor requirements include, but are not necessarily limited to:

- Educational services must be non-sectarian and non-discriminatory. Vendors are required to execute the Charter School's Vendor Agreement as part of providing educational services to students. The Charter School may terminate Vendor agreements and partnerships in its sole discretion based on the needs of the school.
- Vendor must not be affiliated with a private school. Vendor must not be, or appear to be, a private school offering services through a part-time program (e.g., afterschool programs).
- Vendors must follow all applicable health and safety guidelines provided by both the State and County authorities and any health and safety requirements set forth by the Charter School to ensure student safety. This includes any guidelines related to COVID-19.
- Services must be available to any/all students and should not have tryouts, auditions, testing requirements, etc. to access the services.
- Vendor must have a current and functioning website that outlines services.
- Vendor must not require any additional out-of-pocket expenses for families in order to participate in services.

FIELD TRIPS & EVENTS

We believe in inspiring our community and learning through educational experiences through school-organized field trips and events. All field trips and events are optional and require Homeschool Teacher approval based on the student's educational plans. Specific information about field trip policies (e.g., chaperones, late arrivals, cancellations) can be found on the Field Trips and Events site within the Homeschool Hub.

Student Supervision

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students.

Liability

All families will be required to sign a liability waiver releasing Cabrillo Point Academy from any and all liability or costs associated with or arising from their participation in each field trip.

How to Request School-Organized Field Trips & Events

All school-organized field trips and events are booked through the Field Trips & Events System (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Homeschool Teacher for approval.

TECHNOLOGY DEPARTMENT

Requesting educational technology can be overwhelming. The Tech Team helps simplify the process by providing a curated list of qualified devices, items, and software. All items offered meet internal standards of quality, performance, value, availability, and support. These items can be obtained as part of a student's Planning Amount as it aligns with his/her learning plan.

Some technology items (e.g., computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

Tech Costs

These items can be requested through the school's ordering system and the Charter School may grant the request using Planning Amount funds from a student's Planning Amount. Most devices offered by the Tech Team are business-class devices and are not found in local retail stores. The cost of devices includes taxes (e.g. sales tax) and fees (e.g. shipping, CA e-waste disposal) are also included in the amounts you see deducted from a Planning Amount.

Cabrillo Point Academy's provision of educational technology may include software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device. These items are factored into the Planning Amount fund cost of educational technology items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer per student
- 1 tablet per student
- 1 printer per student (purchased through Enrichment)

Please note: Cabrillo Point Academy is not obligated to grant any parent request for educational technology, as the school must ensure any such request aligns and supports a student's course of study.

How to Make a Request

Parents/guardians can make requests for educational technology through the school's ordering system, and can be requested in the same fashion as other enrichment items. If a technology request is placed for a student that has already met the tech device limits outlined above, they must return that device before the new request can be fulfilled. For a read-only catalog of current offerings, you may visit the [Tech Catalog](https://sites.google.com/cabrillopontacademy.org/techcatalog) (<https://sites.google.com/cabrillopontacademy.org/techcatalog>).

Tech Center Returns

All Tech items are the property of Cabrillo Point Academy and laptop/tablet returns should be submitted to the Tech Team at the [Lending Library](#) or shipped to our Tech Office. Please submit a ticket at the [CPA Remote Ticket Form](#) with any questions.

Cabrillo Point Academy does not sell any enrichment/technology items to families.

Please retain any boxes that technology items were shipped in, so that materials can be returned using the same boxes. This will help avoid damage upon the items return to the school. For Tech Team assistance or questions, please submit a ticket at the [CPA Remote Ticket Form](#) with any questions. or call (619) 782-6464 and choose Option 5.

All items purchased using Planning Amount funds are Cabrillo Point Academy's property and must be returned to Cabrillo Point Academy. Refunds/credit for devices purchased through Planning Amounts may be given at the discretion of Cabrillo Point Academy. Worn, misused, or damaged items may not qualify for refund/credit.

To return an item for full or partial credit to a student's Planning Amount, the following minimum requirements must be met:

- 100% Credit: For a Tech Order to be eligible for a full refund/credit:
 - Refund request is initiated within 30 days of receiving the device by submitting a ticket
 - Device must not be damaged and must be in the same condition as when it was received
 - Devices must be returned with all accessories
- 50% Credit: Partial credit of 50% may be given within 30 to 90 days of when the Tech Order was originally processed. After 90 days, no credit will be given. The device must be returned to Cabrillo Point Academy and evaluated by a member of the Tech Department before being issued a credit. Worn, abused, misused, or damaged items may or may not qualify for credit.

Notwithstanding anything to the contrary herein, the Executive Director and/or designee retains sole discretion to determine whether a credit is applicable to a student's Planning Amount and the amount of such credit.

Return Process for Students

Upon withdrawal, students are required to immediately return all school-owned devices. The Tech Department will evaluate the device to determine if there are any damages. If damages are beyond normal wear and tear, potential out-of-pocket charges may be applied.

To return an item for any reason, please:

- Coordinate the return of the school issued tech device with your HST (Home School Teacher) or return the tech device to the [Lending Library](#).
- If needed request a UPS shipping label from the Tech Department by submitting a ticket at the [CPA Remote Ticket Form](#) for detailed directions on how to return items. The Charter School is not able to provide shipping labels for any return from outside the state of California. Printers are not eligible for shipping labels.
- Please pack the tech device(s) appropriately and drop off at a UPS shipping location.
- Link to instructions: ["How to pack tech devices for return shipping."](#)

Once returned, the item will be evaluated. A credit or replacement will be issued, if eligible. If an item is not returned within the allotted time, the Educational Materials and Restitution Policy will apply.

Requests to Transfer Devices

Withdrawing or graduating students may not “transfer devices” amongst enrolled family members without express permission from one of the following: Executive Director, Assistant Director, Director of Technology, or IT Manager. Requests for transfers should be submitted to the Tech Dept via support ticket. Students must comply with the following guidelines to request a device transfer:

Parent/guardian requesting to transfer their child’s device must inform their assigned teacher.

- The school will only consider transfer requests between currently enrolled siblings.
- The receiving sibling must not already have a device in the same category as the device being transferred.
- Any and all damages to the device will be the responsibility of the transferee.
- No credits will be made to the previous student’s account.
- Chromebook transfers are executed with no charge
- All other tech devices have a \$25 instructional fund charge to re-assign the tech device to the transferee
- A helpdesk ticket must be submitted requesting to transfer a device to another student. Details must include the current student’s name, assigned teacher, technology serial and asset number, and name of the sibling.

Hotspots

All school-issued hotspots are to be used for educational purposes only. Video streaming, gaming, and other forms of non-educational related entertainment is not allowed. Data service on hotspot devices is provided for the school year in which it is ordered in the school’s ordering system and will be shut off after the last day of school.

A new order for data service will be required the following school year in order to reactivate the hotspot data service for that new school year.

PARENT-STUDENT INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

It is Cabrillo Point Academy's mission to empower students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of school devices, networks, accounts, and other resources must adhere to Cabrillo Point Academy policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the school. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)

To the extent practical, minor students' online access to inappropriate materials and materials harmful to minors is restricted. To the extent practical, steps shall be taken to promote the safety and security of users of Cabrillo Point Academy's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

DEFINITIONS

- School, Organization, and or We – CPA and its subsidiaries, programs, and divisions
- TD - Technology Department
- You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
- Resources - Devices, systems, services or networks owned, operated or issued by the school
- User - Any person(s) accessing or utilizing school resources that is not a resource operator
- AUP - Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES

Access to school technology, resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Acceptable Use Policy (AUP) document.

- You agree to learn about and comply with all the information outlined in this AUP document.
- Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - Never leaving items unattended
 - Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member

- Never removing protective accessories or features (e.g., cases, bumpers)
- Keeping items away from dangerous conditions (e.g., liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
- Maintaining student supervision by parent/guardian during access and usage
- You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
- Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
- You are expected to make a reasonable effort to protect your passwords, information and data.
- You must safeguard internal safety and security policies, such as authentication methods and password conventions.
- You are obligated to notify TD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event TD has not contacted you to do so.
- Items, devices and resources issued by the school are school property and must be returned or relinquished to the school upon request or student departure from the school.

ACCEPTABLE USE OF CPA RESOURCES BY USERS

- All school-issued accounts are intended solely for use by the person authorized to use the account.
- When sharing or exposing personal information or data online, extreme caution should be exercised.
- Any information or communication accessible via any school network should be assumed as private property. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.
- The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
- Educational and instructional use as related to the school only.

UNACCEPTABLE USE OF SCHOOL RESOURCES

- All commercial or for-profit usage is prohibited.
- The access, use or transmission of objectionable material (e.g., materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
- Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws ([Title 17](#), USC)
- Any attempt to circumvent CPA security measures, content filters or access restricted resources is prohibited.
- All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.
- The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
- Publicly advertising internal authentication methods and/or password conventions.
- Impersonation of any user other than yourself is prohibited.

- Unauthorized falsification or modification of any school records is prohibited.
- The collection or transmission of personal information (e.g., home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
- Political lobbying or advertising is prohibited.
- Unauthorized maintenance, service, repairs, or upgrades are prohibited. School-owned or operated resources must be maintained by TD or authorized third parties.

DAMAGE CAUSED BY CARELESSNESS

Students are expected to exercise reasonable care to protect school-owned devices to prevent damage. Damage caused by carelessness is not considered “Accidental Damage.” Device damage resulting from carelessness will be assessed by the Tech Department. Examples of student carelessness would be: iPad (pens) that are noticeably damaged, latches that hold the lid closed being pulled out of the computer case, sticky devices from liquid spills, broken LCD screens that result from shutting the lid with objects still in the keyboard, and the continual loss of keys from the keyboard. When asked how the damage occurred, the answer “I don’t know”, or “it was fine when I put it in my bag” will be considered damage caused by carelessness. *Habitual damage is considered abuse of school property.*

EXPECTATION OF PRIVACY

For email, networks, systems and other resources owned or operated by the school, users should have no expectation of privacy. The school reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the school:

- Obtain emails, messages and their attachments transmitted to or through school-owned or operated email systems
- Monitor an individual's use of school-owned resources
- Locate or track the location of a school-owned resource
- Confiscate, search, disable or wipe any school-owned device, item or their contents/data Personal devices are private. The TD does not and will not access personal devices.

CYBERBULLYING

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g., texts, photos, videos, messages, and social media). Examples of this behavior include but are not limited to:

- Transmitting false, cruel, hateful or embarrassing information or media targeting others
- Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
- Unauthorized access to any resource (e.g., social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
- Posting a student picture without their permission.
- The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion,

ability, political persuasion, body type, physical, or mental health.

STUDENT DEPARTURE

- Upon student departure (e.g., withdrawal, graduation, or expulsion) from Cabrillo Point Academy, all issued items must be returned upon disenrollment. Please contact your Homeschool Teacher to make arrangements to return items to the school.
- For information regarding technology returns, please review our *Technology Agreement* or submit a ticket at the [CPA Remote Ticket Form](#).

CONTACT INFORMATION

Technology Department

- Phone: (619) 782-6464 and choose Option 5.
- Submit a ticket online: [CPA Remote Ticket Form](#).

DISCLAIMER & ACKNOWLEDGEMENTS

- Cabrillo Point Academy reserves the right to modify its policies at any time.
- All items, devices, and resources issued by Cabrillo Point Academy are school property. School property must be returned or relinquished to the school upon request or departure from the school.
- Cabrillo Point Academy reserves the right to issue penalties (e.g., denial of access to resources) or seek legal remedies in response to non-compliance.
- Access to school technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the school.
- Cabrillo Point Academy will not be held liable for the information or data retrieved, stored, or transmitted by means of the school-owned or operated resources, devices, networks, or systems.
- Upon withdrawal, student access to school-owned or operated resources, devices, networks, and systems will be removed.
- Users should not have an expectation of privacy in the use of school resources, email, systems, or networks.
- Students are provided with Google Workspace for Education accounts upon enrollment and will be able to access services like email and YouTube. To learn more about Google services and their privacy policies, review the [Google Workspace for Education Privacy Notice](#).
- Illegal activities performed using school devices, networks, and systems may be reported to the proper authorities when discovered.
- Cabrillo Point Academy will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
- School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the school.
- Cabrillo Point Academy may confiscate and search any school technology in the event of a policy breach.
- Cabrillo Point Academy is not in any way an Internet Service Provider.
- Internet hotspots will only be active during the student calendar and deactivated during the summer recess. Charges for hotspots are annually recurring.

- Cabrillo Point Academy cannot provide any support for non-school owned technology devices or resources.
- Tech devices do have an end of service date. While the school and tech department prefer to keep tech devices in circulation, Cabrillo Point Academy and the Tech Dept reserve the right to declare a tech device as End Of Service and request it be returned. The typical service span for a tech device is 3 years. Devices that have reached End of Service cannot be guaranteed to be compatible with software or services that may be required for a student's education.

USER AGREEMENT

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any school technology and other electronic resources issued, owned or operated by the school. I also give permission to collect verifiable personal information from my child (under 13 years of age) to the extent required to comply with the Children's Online Privacy Protection Act (COPPA). I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any school resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY.

TRAVEL PLAN

- A Travel Plan is needed for any travel longer than 2 weeks (10 school days).
- Request and receive approval for a travel plan from your teacher 2 weeks (10 school days) prior to any extended family travel.
- During travel time student must be attending school and parent/guardian and/or Learning Coach must be available by phone and/or internet for communication.
- Student cannot be on vacation or extended travel longer than two months per semester (61 consecutive days or 61 cumulative days throughout the semester), or they will be deemed to have lost California residency and therefore will be withdrawn.
- If you are traveling out of the state of California, Special Education services cannot be provided to your student (if applicable) due to credentialing/licensing requirements.

NON-COMPLIANCE POLICY

Homeschool Teachers partner with families to educate students enrolled in our school. The partnership is effective if students and parents/guardians are actively participating in our program and meeting enrollment requirements.

Indications that a student is not actively participating in our program include:

- Non-attendance
- Refusing to schedule meetings (or failing to hold meetings as specified in the Independent Study Policy (two meetings per semester, occur in person within 60 days)

- Unable to contact
- Not meeting enrollment requirements
- Not submitting requested work samples, attendance logs, and master agreement addendums
- Failure to show the body of work
- Not participating in one or more assigned benchmark tests
- Failure to fulfill approved Travel Plan
- Failure to sign and return a Master Agreement Addendum within 5 days of presentation

In these instances, the school may

- Contact the family by phone and email requesting resolution within two school days.
- Two school days later, if there is not a satisfactory resolution, the Homeschool Teacher will attempt to contact the family again by phone, email, and a letter of non-compliance will be sent electronically to the email address on file. The letter will request a resolution within five school days.
- If the issue is resolved, the parent/guardian and teacher will confer to review expectations and create a plan to maintain compliance.
- If the issue is not resolved, the Homeschool Teacher will attempt to contact the family again by phone, email, and a second letter of non-compliance will be sent electronically to the email address on file. The letter will request a resolution within five school days. In addition, an Administrative Conference Call will be scheduled to be held no sooner than six days of the date the letter was sent.
- It may be deemed, at that time, that independent study is not the best educational placement for the student and the student may be withdrawn.

WORK SAMPLES

To meet California Independent Study Guidelines, teachers are required to evaluate the student's body of work and collect work samples by the end of each learning period. Students are required to submit work samples as requested by their Homeschool Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Acceptable Work Sample Criteria

- Original or scanned PDF version
- Demonstrates neat and organized work
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name written by the student and date in the top right-hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Must be completed on a school day per the school's attendance calendar
- Photographs or projects without written explanations must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them.

Non-Compliant Work Samples Include

- Missing student first and last name
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period and/or not on a school day
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work

Please contact your student's Homeschool Teacher or Case Manager for IEP accommodations and/or modifications applicable to work sample requirements.

TESTING & ASSESSMENT

Assessment data is critical to Cabrillo Point Academy. Essentially, assessments are one indicator of student learning. Using assessment data is not only a healthy thing to do internally as a school community, but also a required part of the WASC accreditation process and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of standards. Furthermore, having WASC accreditation validates the integrity of the school's program for transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is not finished. Maintaining accreditation is an ongoing cycle of managing change and improvement through regular assessment, planning, implementing, monitoring and reassessing.

Assessment data is also an important piece in our charter renewal process. All charter schools are authorized by a sponsoring school district or county office of education. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Cabrillo Point Academy must remain in good standing with its authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to Cabrillo Point Academy that all students participate in school-wide assessment. We do our very best to listen to the needs of parents and students. We hope this year there are positive changes for you and your child with the different assessments.

STATE STANDARDIZED TESTS – CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 – 8 and 11: Smarter Balanced Assessment Consortium (SBAC)

- Grades 5, 8, and one time in High School during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school receives an academic performance penalty by the state of California.

Parents have the ability to opt out their children from participating in the CAASPP in accordance with Education Code section 60615. If a parent/student opts out of participating in CAASPP, Cabrillo Point Academy requires participation in an alternative local assessment to be administered by the school. This alternative assessment is selected by Cabrillo Point Academy and administers at the school's office. This is not a state mandated alternative assessment.

School staff administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through our Parent Portal.

Often our families have questions or concerns about the CAASPP assessments. We want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

ELPAC: TESTING FOR ENGLISH LANGUAGE LEARNERS

California state law requires that the English Language Proficiency Assessments for California (ELPAC) be given each year to English Learners. The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to succeed.

New students that have declared another language besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified. At that point, they will no longer need to take the test.

INTERNAL DIAGNOSTIC: STAR 360

Cabrillo Point Academy believes that ongoing assessments will help to inform instructional practices. The Star 360 is not designed to find flaws, but rather to build strength and skills necessary to become successful in the student's educational career.

We chose Star 360 because of its adaptive nature and the diagnostic tool pinpoints students' needs down to the sub-skill level. Star 360 provides data-driven insights and support for successful implementation of standards. Cabrillo Point Academy will provide the parents with the results of Star 360, so the parent and teacher can work together to create a personalized learning plan for each student.

Assessments allow our teachers to monitor student growth and performance. The questions will automatically

change the level of difficulty, thus “adaptive,” based on student response patterns.

Star 360 Testing will be assigned up to three times a year during the school’s assigned test administration windows.

RECORDS DEPARTMENT

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts.

Document Requested	Expected Time of Processing
Work Permit	3 Business Days
Enrollment Verification	3 Business Days
Official/Unofficial Transcripts	3 Business Days
Copies of CUME (Student Records)	3 Business Days

WORK PERMITS

To be eligible for a work permit, students must have earned a weighted GPA of 2.5 or above in their most recent semester. Students must also be in compliance with all attendance requirements. There are two types of work permits: Entertainment and Non-Entertainment

Entertainment Work Permits

- Entertainment work permits are obtained from the entertainment industry employer, filled out, and sent to records@cabrillopointacademy.org

Non-Entertainment Work Permits

- To complete a non-entertainment work permit, the employer needs to provide the student a **B1-1** permit (think of this as the permit to attain a permit). Once the **B1-1** permit is sent to records@cabrillopointacademy.org, one of our Records specialists will fill it out and provide a **B1-4** at the same time. The **B1-4** is the actual permit.

EDUCATIONAL RECORDS

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by Cabrillo Point Academy. Such information includes but is not limited to:

- Date and place of birth, parent and/or guardian’s address, and where the parties may be contacted for emergency purposes;

- Grades, test scores, courses taken, academic specializations and school activities;
- Special education records;
- Disciplinary records;
- Medical and health records;
- Attendance records and records of past schools attended;
- Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, Cabrillo Point Academy shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

Cabrillo Point Academy shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin. An education record does not include any of the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- Records maintained by a law enforcement unit of Cabrillo Point Academy that were created by that law enforcement unit for the purpose of law enforcement;
- Records relating to a Cabrillo Point Academy employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Cabrillo Point Academy.
- Records that only contain information about an individual after he or she is no longer a student at Cabrillo Point Academy.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Parents and eligible students have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent;
- File with the Department of Education a complaint concerning alleged failures by Cabrillo Point Academy to comply with the requirements of FERPA and its promulgated regulations.
- Request that Cabrillo Point Academy not release student names, addresses and telephone listings to

military recruiters or institutions of higher education without prior written parental consent.

STUDENT MENTAL & PHYSICAL HEALTH

The school is committed to 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.

Cabrillo Point Academy recognizes that:

- Physical, behavioral, and emotional health is an integral component of a student's educational outcome
- Suicide is a leading cause of death among young people
- The school has an ethical responsibility to take a proactive approach in preventing deaths by suicide
- 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 has adopted 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.

Cabrillo Point Academy Student Support


It's okay to not be okay: Mental Health Check In

About 1 in 5 youths and adults live with a mental illness.

What to look out for?

<ul style="list-style-type: none">• Difficulty coping• Excessive sadness• Excessive worries• Excessive anger	<ul style="list-style-type: none">• Mood swings• Difficulty concentrating• Lack of motivation• Reckless behavior	<ul style="list-style-type: none">• Changes in energy• Changes in sleeping patterns• Changes eating habits• Delusions	<ul style="list-style-type: none">• Hallucinations• Paranoia• Suicidal thinking
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How to deal with it?

 <p>Talk to someone you trust such as a family member, close friend, mentor, teacher, therapist, or doctor</p>	 <p>Use tools such as deep breathing, mindfulness, grounding, positive self talk self-compassion, or volunteerism</p>	 <p>Practice self care such as healthy eating, exercise, journaling, creative activities, or recreational hobbies</p>
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What to avoid?

Isolating from friends and family - Withdrawing from activities - Negative thinking - Self-medication
Self-harm - Neglecting self-care - Risky and/or destructive behaviors

Need support?

<p><i>You or someone you know in immediate danger?</i> Call 911 or go to the nearest emergency room.</p>	<p><i>Experiencing a mental health crisis and need to talk?</i> Call the National Suicide Lifeline at 988.</p>	<p><u><i>Looking for school-based help?</i></u> <u>Contact CPA's Mental Health Provider at annette.boatright@cabrillopontacademy.org</u></p>
<p><i>Looking for support in your community?</i> Call 211.</p>	<p><i>Struggling with substance use?</i> Call SAMHSA at 1-800-662-4357</p>	

Availability of Individualized Instruction

A student with a temporary disability who is hospitalized or in a residential health facility that makes attendance in regular classes or an alternative education program impossible or inadvisable may be provided individual instruction by the school district in which the hospital or other residential health facility is located. The duration of the individualized instruction shall correspond with the student's temporary disability.

Medication Administration at School-Sponsored Activities

Please see the School's policy on the administration of medication at school-sponsored activities, which is available on the School's website to learn about administration of medication at school-sponsored activities.

SUICIDE PREVENTION POLICY

The school's Suicide Prevention Policy can be found on the school website in the About section, under School Board and Board Policies.

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.

Cabrillo Point Academy's 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, Cabrillo Point Academy 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.

SUICIDE AWARENESS INFORMATION

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 or writing about wanting to die or to kill one's self and/making specific threats
- 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 or giving away favorite possessions
- Increased use/abuse of alcohol or drugs
- Withdrawing from social contact
- Intense mood swings
- Feeling trapped, hopeless, or helpless about a situation
- Changing normal routines including eating and sleeping patterns
- Doing risky or self-destructive things
- Personality changes or being severely anxious or agitated when experiencing the warning signs above.

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.

Crisis Hotline Information

If you feel you or someone else is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions), a call should be made immediately to 911. If you need to talk or help working through a problem, use the resources below.

Phone Numbers

- California Youth Crisis Line: 1(800) 843-5200
- HELPLine: 1(951) 686-HELP (4357)
- National Suicide Hotline: 1(800) SUICIDE (784-2433)
- Teen Line: 1(800) 852-8336
- Teen Hotline: 1(714) NEWTEEN (639-8336)
- Trevor Lifeline for lesbian, gay, bisexual, transgender & questioning youth: 1(866) 488-7386

Text Numbers

- Crisis Text Hotline for when you don't feel like talking: Text LISTEN to 741-741
- Suicide Prevention Lifeline: Text TALK to 199-273

Websites

- Trevor Project: <https://suicidepreventionlifeline.org/>
- Coalition for Youth Crisis Line: <https://calyouth.org/cycl/>
- Teen Line: <https://www.teenline.org/youth>
- Know the Signs: <https://www.suicideispreventable.org/>

HARASSMENT

The school's Harassment Discrimination, Intimidation & Bullying Prevention Policy can be found on the school website in the About section, under School Board and Board Policies.

The school is committed to maintaining a learning and working environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school's policies and process for filing a complaint are publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. To report an incident and/or to receive a copy of the school's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the school administration.

It is school policy to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the

overall educational environment, and disrupt the operation of school.

Cabrillo Point Academy will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately.

EXPULSION & SUSPENSION

Definition of Expulsion

Expulsion shall be defined as permanent dismissal from CPA, without re-enrollment privileges, and must be approved by the CPA Charter Board or their authorized designee.

Definition of Suspension

Suspensions shall be defined as a temporary leave of absence from CPA that may occur at the discretion of the individual CPA Homeschool Teacher, Regional Administrator, or the CPA Charter Board.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that the students, while on or within view of the Educational Vendor Locations, at a school sponsored activity/field trip, or online.

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- 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, beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a 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 any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription

products.

- 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 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. In no event shall any pupil in kindergarten or any of grades 1 to 12 be recommended for expulsion for any of these acts. In no event shall any pupil in kindergarten or any of grades 1 to 8 be suspended for any of the acts specified above relating to disrupting school activities and defiance.
- 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 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, Charter School's Board of Directors, or designee(s)'s concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a witness or complaining 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.
- Made terrorist threats against school officials, students, and/or school property.
- For students in grades 4 to 12, committed sexual harassment as defined in Education Code 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
- 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 classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.
- 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 activities/field trips or school attendance.
- Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or pre-initiation into a pupil 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 pupil. "Hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - "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 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 his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with 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 creation or transmission originated on or off the school site, 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, video, or image.
- ii. A post on a social network internet website, including, but not limited to:
 - a) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - a) For purposes of this clause, "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 in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, 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) For purposes of this clause, "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.
- iv. Notwithstanding paragraph (A) and subparagraph (i), 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.

- 3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement 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 \$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.

The above list is not exhaustive and depending upon the offense, a student may be suspended or recommended for expulsion for misconduct not specified above.

SUSPENSION & EXPULSION FOR STUDENTS WITH DISABILITIES

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to general education students. All the procedural safeguards established by Charter School policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, CPA shall comply with federal and state law.

DUE PROCESS STATEMENT

Cabrillo Point Academy shall provide for the fair treatment of students facing suspension and expulsion by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in school policy, regulation, or law.

In all cases, school disciplinary policies shall afford students due process. To this end, the school board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

In the event of an expulsion, a student will be entitled to written notice of the grounds for their proposed removal and will be given a full due process hearing in regard to the proposed expulsion. Parent(s)/guardian(s) will also be given written notice in advance of said hearing so that they may attend. The school will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel said student, pursuant to the appeal procedures established by the school board.

GRIEVANCE POLICY AND PROCEDURE

Cabrillo Point Academy is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and staff grievances are addressed fairly by the appropriate persons in a timely manner. Discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, gender identity or expression national origin, sexual orientation or religion is prohibited.

The parent/guardian will address in writing any concern or grievance initially with the student's Homeschool Teacher. The Homeschool Teacher and/or supervisor will respond. If the concern or grievance is not resolved, the

parent/guardian may request a meeting with school leadership to discuss the concern or grievance. Cabrillo Point Academy leadership will investigate and respond within 60 school days. A written email and letter will be sent to the family that will address the concern and outcome.

The charter school is committed to maintaining a learning environment that is free from sexual harassment and shall follow the Title IX grievance procedures for addressing allegations of sexual harassment as defined under Title IX. The Title IX Policy can be found on the school's website in the About section, under School Board and Board Policies.

The charter school has adopted a Uniform Complaint Procedure. Cabrillo Point Academy shall follow uniform complaint procedures when addressing complaints involving adult education programs, categorical aid programs, migrant child education, career technical education training programs, child care and development programs, allegations of unlawful discrimination, harassment, intimidation, or bullying, lactation accommodations, non-compliance with school safety planning requirements, pupil fees, courses of study, instructional minutes for physical education, local control accountability plans, any deficiencies related to preschool health and safety issues for a California state preschool program, and matters pertaining to the right of foster youth, homeless youth, former juvenile court school pupils, and children of military families. Information regarding the Uniform Complaint Procedure, including the individual responsible for processing a Uniform Complaint can be found on the school's website in the About section, under School Board and Board Policies.

Pupil Fees

California Education Code (EC) Section 49011 subdivision A states that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. The Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. To resolve complaints which may require a more formal process, the Board adopts Uniform Complaint Procedures or "UCP," which can be found on the school's website under About > School Board > Board Policies > Community Relations.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
Parents or eligible students should submit to the school Executive Director [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write to the school Executive Director [or appropriate school official], clearly identify the part of the record they want

changed, and specify why it should be changed. If Cabrillo Point Academy decides not to amend the record as requested by the parent or eligible student, Cabrillo Point Academy will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to provide written consent before Cabrillo Point Academy discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Cabrillo Point Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, Cabrillo Point Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [Note: FERPA requires a school to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Cabrillo Point Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school

has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS

Per SB 906, local educational agencies (LEAs) are required to notify parents about California's laws around storing firearms safely.

California law requires parents and legal guardians of all students to keep firearms out of the hands of children by storing firearms in a safe and secure manner, including keeping them locked up when not in use or secured with a locking device that renders the firearm inoperable, and storing firearms separately from ammunition.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.^[1]
 - Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily

injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.^[2]
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.^[3]
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.^[4]

[1] See California Civil Code Section 29805.

[2] See California Civil Code Section 1714.3.

[3] See California Penal Code sections 25100 through 25125 and 25200 through 25220.

[4] See California Penal Code section 25100(c).

TITLE 1

PARENT AND FAMILY ENGAGEMENT POLICY

Learning and Educational Agencies and schools receiving federal funding are required to implement a parent and family engagement policy under federal law. See 20 U.S.C. § 6318.

PARENT NOTIFICATION OF TEACHER QUALIFICATIONS

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

- Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Human Resources at hrhelp@cabrillopointacademy.org.

NOTICE TO FAMILIES REGARDING SPEECH-LANGUAGE PATHOLOGIST QUALIFICATIONS

Speech-Language Pathologists, Speech-Language Pathology Assistants, Required Professional Experience Licensees, and Speech-Language Pathology Aides are licensed and regulated by the Speech-

Language Pathology & Audiology & Hearing Aid Dispensers Board: Phone (916) 287 7915, www.speechandhearing.ca.gov.

COMPREHENSIVE SEXUAL HEALTH AND HIV PREVENTION EDUCATION (CALIFORNIA HEALTHY YOUTH ACT)

[The California Healthy Youth Act \(CHYA\) of 2016](#) was extended to charter schools in 2018 ([AB 2601](#)). CHYA requires that all California public schools provide comprehensive sexual health and HIV prevention education to students at least once in middle school and once in high school. Our school offers the [Rights, Respect, Responsibility \(3Rs\) curriculum](#) to all 8th- and 9th-grade students.

The law requires that schools offer instruction that is inclusive of all students, encourage students to communicate with parents or guardians about human sexuality, and provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development.

The purpose of this instruction is to:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote an understanding of sexuality as a normal part of human development.
- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
- Provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

We respect your right as a parent to choose what is best for your child. You can download the full curriculum [here](#).

We selected the 3Rs curriculum because it can be used in your home, preserving your ability to work with your child in your typical homeschool environment. We will provide families access to credentialed teachers who have been trained in the curriculum to help guide and support instruction.

The California Healthy Youth Act permits parents/guardians to excuse their child from “all or part” of comprehensive sexual health and HIV prevention instruction. If you choose to excuse your child from the entire comprehensive sexual health education curriculum, please send a note to your Homeschool Teacher (HST).

Guidelines for requesting to excuse your 8th-grade or 9th-grade child:

- Each excused child must have a letter submitted by their parent or guardian for each year you excuse them from participation.
 - The middle and high school programs are different, and we require separate excusal letters for the 8th- and 9th-grade programs.
- In the letter, please include the date and your child's full name and grade level.
 - You do not need to sign the letter, but please include your full name.
- Simply state that you are excusing your child from the CHYA instruction.

- You do not need to provide a reason for the excusal.

You can excuse your child from specific lessons. Please provide your HST with a letter stating the lessons from which you are excusing your child. California does not allow schools to permit parents/guardians to **selectively** excuse their child from “instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions.” The following lessons are not subject to selective “opt-out”:

- 8th grade: Lessons 1, 2, and 9
- 9th grade: Lessons 1, 3, and 10

PARENT-SCHOOL COMPACT

The Cabrillo Point Academy, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the-Parent-School Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

As a school, staff at Cabrillo Point Academy will

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards as follows:
 - Provide a positive atmosphere for learning, including models of respectful behavior and positive attitudes toward work.
 - Provide multiple alternative modes of instruction so that students have a clear understanding of concepts.
 - Supply clear evaluations of student progress to students and parents/guardians, including timely feedback to students about their schoolwork.
 - Reinforce the partnership between parent/guardian, student, and staff by providing strategies to assist learning at home.
 - Provide training and workshops, as appropriate, for teachers and parents/guardians.
 - Provide a process that includes students, parent/guardians, and school staff for ongoing planning, reviewing, and improving school activities and programs.
 - Convene an annual meeting to explain our Title 1 program and inform families annually of opportunities to participate in it.
 - Seek parent input related to our Title 1 program, including but not limited to our LCAP Advisory Committee.
- Provide ongoing communication between parents/guardians and teachers as follows:
 - Access to schedule a meeting with a teacher to discuss an individual student's achievement.
 - Family Learning Events will be held once in the fall and again in the spring.
 - The school will support families of students having academic or behavioral problems when these problems are in danger of affecting a student's academic achievement.
- Provide parents with frequent reports on their child's progress:
 - High school students will receive a progress report twice per year and all students will receive a report card at the end of each semester
 - Teachers will meet, a minimum of every 20 school days, with families to discuss the student's academic progress and achievement.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our child's learning in the following ways:

- Monitoring my child/teen's school attendance
- Supporting the school discipline codes
- Communicating with teachers and staff whenever I have a concern

- Making every effort to attend school events such as MLAC meetings, LP meetings, Annual Title I meetings, Parent workshops, and other parent engagement events.
- Making sure that assignments and schoolwork are completed
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school.
- Participating in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Serving to the extent possible on parent advisory committee

Student Responsibilities

As a student, I will:

- Show respect and cooperate with all individuals at school
- Follow school rules
- Be prepared and engaged in daily academic activities
- Complete all assignments to the best of my ability and on time
- Respecting the rights of others to learn without disruption
- Asking for help when I do not understand

By signing this agreement, I acknowledge that I have read and understand the preceding pages that outline the policies and rules of Cabrillo Point Academy. I also acknowledge that I have discussed this information with my child.

Student Name (Print)

Student Signature

Date

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

SIGNATURE OF RECEIPT & ACKNOWLEDGEMENT

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Zoom Acceptable Use Policy
- Planning Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines
- COPPA Permissions

Student Name (Print)

Student Signature

Date

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

PARENT/GUARDIAN PUBLICITY AUTHORIZATION AND RELEASE

Dear Parent/Guardian:

Our school requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in his/her/education program. Your authorization will enable us to use specially prepared materials to (1) train teachers and/or (2) increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

Student Full Name: _____

Student DOB: _____

Parent/Guardian Name: _____

Parent/Guardian Email: _____

- I, as a parent or guardian, of the above named pupil fully authorize and grant Cabrillo Point Academy and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.
- I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.
- I understand and agree that Cabrillo Point Academy and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.
- I understand and agree that Cabrillo Point Academy and/or its authorized representatives shall have the unlimited right to sue the Recordings for any purposes stated or related to the above.
- I hereby release and hold harmless the Cabrillo Point Academy and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

Do you agree to accept the provisions of this release?

YES: _____

NO: _____

SIGNATURE: _____

My signature shows that I have read and understood the release, and verifies my selection of the question above

DATE: _____



Cabrillo Point Academy

Employee Handbook

2023-2024

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SECTION 1 – WELCOME

Welcome to Cabrillo Point Academy!

We are happy to have you join us at Cabrillo Point Academy (CPA or School). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of CPA, its personnel policies and procedures, and your benefits as a CPA employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No CPA guideline, practice, manual or rule may alter the “at-will” status of your relationship with CPA.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, CPA reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever CPA determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at CPA.

SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at CPA.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or Human Resources. You are responsible for reading, understanding, and complying with the provisions of this handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other CPA document confers any contractual right, either express or implied, to remain in CPA's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by CPA or you may resign for any reason at any time.

No supervisor or other representative of CPA except the Executive Director, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

SECTION 3 – PHILOSOPHY

CORE PURPOSE

CPA exists to inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish CPA from other schools:

- Mentoring – to inspire students to forge their paths in the world
- Passionate – to strive for excellence
- Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

- Innovative
- Dynamic
- Results-oriented
- Data-driven
- Extraordinary
- Confident
- Energetic

STRATEGIC ANCHORS

To ensure success of our core purpose and core values, CPA will use the following two strategic anchors to inform every decision the school makes and the basis for how decisions and actions will be evaluated:

- Academic achievement through relevant curricula, clear expectations, and shared accountability
- Relationship building through mentorship and consistent communication

SCHOOLWIDE LEARNER OUTCOMES

At Cabrillo Point Academy, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

Cabrillo Point Academy's Students are:

- **Navigators of the Digital World** - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- **Self-Directed** - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- **Personalized Learners** - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- **Independent Critical Thinkers** - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.
- **Responsible Citizens** - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- **Effective Communicators** - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and CPA will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, CPA may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Executive Director of CPA with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict CPA’s right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

CPA is an equal opportunity employer. In accordance with applicable law, CPA prohibits discrimination against any employee or applicant for employment on the basis of an individual’s protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. CPA will

ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, CPA will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to CPA. An applicant or employee who believes they require an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation the individual will need to perform the job. CPA will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of CPA to ensure equal employment opportunity without harassment on the basis of race (which includes, but is not limited to, traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, age, sexual orientation, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

CPA prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to CPA (e.g., an outside vendor, consultant or customer). Conduct

prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term “harassment” includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, sexual orientation, gender or gender identity or gender expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including, but not limited to, touching, blocking normal movement or interfering with another’s work regardless of the gender of the individuals involved, including, but not limited to threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding work functions in inappropriate venues, such as a strip-club
- Sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee’s refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment
 - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual
 - Such conduct has the purpose or effect of substantially interfering with the individual’s work performance or creating an intimidating, hostile or offensive working environment

What is Abusive Conduct/Workplace Bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer’s legitimate business interests. Examples may include:
 - Use of derogatory remarks, insults and/or epithets
 - Verbal or physical conduct that sabotages or undermines a person’s work performance that is threatening, humiliating or intimidating
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others

What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, “retaliation” means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an “adverse employment action” means conduct or an action that materially affects the terms and conditions of the employee’s employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities; changing an employee’s work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the “cold shoulder”) when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All CPA employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

CPA encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender’s identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, the Executive Director or Human Resources. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. In addition, CPA encourages individuals who believe they are being subjected to such conduct to promptly advise the offender their behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. CPA recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. CPA is serious about enforcing its policy against harassment; however, CPA cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to CPA’s attention so it can take whatever steps

are necessary to correct the problems.

All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to their immediate supervisor, the Executive Director, or Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, the Executive Director or the Chair of the Board of Directors, if appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously.

Investigation/Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated.

CPA encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

CPA's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

All employees are required to fully cooperate with CPA's investigation. which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, CPA will provide regular progress updates, as appropriate, to those directly involved. CPA will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

CPA may investigate conduct in the absence of a formal complaint if CPA has reason to believe that an individual has engaged in conduct that violates CPA policies or applicable law. Further, CPA may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which CPA believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as CPA believes appropriate under the circumstances. Due to privacy protections, CPA may not be able to fully

disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. CPA will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with Human Resources or the Executive Director. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of CPA prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and, <http://www.cacivilrights.ca.gov> respectively.

TITLE IX

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. In addition, the conduct must have taken place at school locations, events or circumstances over which the School exercised substantial control over both the individual who has been accused of sexual harassment and/or assault and the context in which the sexual harassment occurs. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School's Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies. The School's Title IX Coordinator is the Director of School Support, phone: (619) 782-6464, email: SchoolSupport@cabrillopontacademy.org.

TRAINING REQUIREMENTS

CPA requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

WHISTLEBLOWER POLICY

CPA is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but

not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of CPA policy, specifically the policies contained in CPA's Employee Handbook.

An employee who wishes to report a suspected violation of law or CPA Policy may do so by contacting the Executive Director, Deputy Executive Director or Human Resources.

CPA expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of CPA policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Executive Director, Deputy Executive Director or Human Resources. Any supervisor, manager, or human resources staff member that receives complaints of retaliation must immediately inform the Executive Director or Chair of the Board of Directors, if appropriate.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality as much as possible (although confidentiality cannot be guaranteed) and consistent with a full and fair investigation. Human Resources and a member of CPA's administration will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. CPA strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. CPA is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their supervisor or the Executive Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. CPA will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

CPA provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

Employees requesting an accommodation under this policy should comply with the following requirements:

- The employee should complete an accommodation request form and contact the employee's supervisor or Human Resources to request designation of a location and time to express breast milk under this policy.
- The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

The School will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes they have been retaliated against it should be reported immediately to their supervisor, Human Resources or Executive Director. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at CPA and will be handled in accordance with CPA's policy on discrimination and harassment.

If any employee believes they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of CPA and its interest in our school will be formed in part, by CPA employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, CPA, and our school's services.

Below are several things employees can do to help leave people with a good impression of CPA. These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like and personable replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

Each CPA employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 35 or more hours or more each week. Part-time employees are those regularly scheduled to work less than 35 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a “Certificated employee” or “Classified employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt

This category includes all employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Typically, full-time Teachers and Administrators are exempt employees.

Non-Exempt

This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double time pay as well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are non-exempt. Additionally, most Classified staff are typically non-exempt employees.

Certificated Employee

Certificated Employees are teachers and administrators and work according to specified days on their board approved staff calendar.

Classified Employee

Classified Employees include those employees hired by CPA that do not primarily instruct students, nor require state certification, such as maintenance, assistants and other operational employees.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of

their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

CPA reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at School-sponsored functions is not compensated unless the supervisor has required you to attend. Employees violating these rules may be subject to disciplinary action up to and including termination.

SPECIAL VIRTUAL CLASSROOM EMPLOYMENT CONDITIONS

Position Responsibilities

- Teachers may be assigned a “Virtual Class” or “Virtual Classes.”
- Teachers are provided, at CPA’s expense, a computer capable of maintaining a high-speed internet connection for their entire virtual class.
- Teachers must be available each school day from 8:30 a.m. – 5:00 p.m. by internet and/or phone.
- Teachers **may** be required to conduct a virtual classroom session **up to** two (2) hours per day for grades TK – 8 and **up to** three (3) hours per day for grades 9 – 12.
- Teachers must have access to a phone for calling/responding to students/parents during the teacher’s scheduled time within two (2) hours by phone or four (4) hours by internet.
- Teachers will use the tracking and monitoring system integrated into the student’s assigned course. Teachers will provide continual monitoring of the student’s progress and their scheduled benchmarked progress status.
- Teachers will be responsible for all virtual school required record keeping and reporting.

Training

Teachers are required to attend training sessions hosted virtually or in-person. Mileage reimbursement will follow standard CPA protocols and procedures.

Worksites

Most classes will be held virtually. Teachers may work from home.

REMOTE WORK POLICY

The conditions of remote work include, but are not limited to the following:

Employee Expectations

Availability

As a condition of working on a remote basis, the employee must be available for contact via telephone and email and perform work during their normal scheduled hours. For designated meetings and as

requested by the supervisor, staff will be required to have their cameras on, be engaged in the conversation, and be prepared to respond when asked. Unless expressly authorized by their supervisor, non-exempt employees do not have permission to work at any time outside of their scheduled hours. If an employee will not be available for work during their normal hours, the employee must notify and obtain advanced approval from their supervisor.

Timekeeping Requirements

Non-exempt employees working remotely must comply with the School's timekeeping and meal and rest period policies while working remotely. Specifically, employees must accurately record all hours worked remotely in the School's timekeeping system. This means employees must record all times the employee begins, stops, or resumes working remotely. Non-exempt employees are also required to take a meal period while working remotely in accordance with school policies and must accurately record the start and stop times of each meal period. Employees are not required to record the times of any rest periods. If an employee forgets to record any hours worked or the start and stop times of meal periods or experiences any issues with taking required meal or rest periods, the employee must immediately report these issues to their supervisor and Human Resources.

Compliance With School Policies

Employees must comply with all School policies and procedures while working remotely, including, but not limited to, all policies and procedures governing Employee's use of the School's electronic communications and computer systems and Confidential Information, including but not limited to student information.

Leave of Absence

Employees must request and obtain written approval for any leave taken in the same manner as though the employee were not working remotely.

Security Measures

Employees must continue to follow approved safeguards in order to protect the data, property, records and assets of the School. All work product done at the home work area will be treated in the same manner as work product from the School's primary location and is the property of the School. All records, computer files, and correspondence must be safeguarded for return to the School's primary location. Computer files must be regularly backed up and saved. All School property, unless otherwise specifically authorized by a supervisor, must be returned to the School's primary location upon the employee's conclusion of the remote work period. Employee is expected to ensure the protection of student and personnel privacy concerns, including, but not limited to ensuring that no private student information requiring protection by FERPA is disclosed to third parties without the parent's/guardian's consent, protecting School computers from access by third persons, keeping confidential information in locked cabinets and any other protective measures in light of your particular position.

Travel

Employees must remain available to be physically present at the work site as needed by School operations. Employees may not work remotely from other states or locations which prevent physical presence without written permission.

Remote work is not a substitute for dependent care. Employees shall remain available during agreed upon work hours to work for the School.

Workspace Safety

- While working from home, Employee shall maintain a clearly defined workspace that is kept clean, orderly and free from hazardous conditions.
- The work area shall have adequate light so the Employee may successfully perform the requirements of the Employee's job.
- All exits from the worksite shall be free from obstructions.
- All equipment used by Employee (both School provided and Employee owned) shall be in good working condition.
- Employee's desk, chair and other equipment are appropriately designed and arranged to eliminate strain on all parts of the body. Employee shall indemnify Employer for any injury to third parties at the teleworking location.
- If the Employee is injured while performing work in the course of scope of Employee's employment with the School while working at home, Employee shall notify the Employee's supervisor immediately. During work hours and while performing work functions in the designated work area of the home, Employee is covered by worker's compensation, only during agreed upon work hours.

Equipment, Tools, and Materials

- School will supply Employee with necessary office supplies to perform the Employee's job. School will not reimburse Employee for any additionally purchased supplies without the prior written consent of the Employee's supervisor.
- Employee acknowledges that all School provided equipment and tools required for Employee to perform that Employee's job remain the property of the School. The School will provide for repairs to School equipment and tools only. The Employee is responsible for repairs to any Employee-owned equipment or tools used by Employee. The Employee is financially responsible for School owned equipment and tools if any are lost, stolen or damaged because of that employee's intentional conduct, gross negligence, misuse or abuse.
- No one other than Employee shall use any School provided equipment or tools for any purpose and Employee shall only use School provided equipment and tools for business purposes.
- Within three (3) days of written notice, Employee must return School owned equipment for inspection, repair, replacement, or repossession.
- If the Employee's employment is terminated, Employee agrees to return all School owned equipment, tools and materials to School within 48 hours of receiving a shipping label or ability to drop off at a school site.

Miscellaneous

- An employee's ability to work remotely remains at the sole and absolute discretion of the School. As with all of its policies and procedures, the School reserves the right to modify, alter, or

otherwise amend this policy at its sole and absolute discretion.

- Unless otherwise required by law, remote working is voluntary.
- Employee understands that Employee is responsible for tax consequences, if any, of this arrangement.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided. If you are unable to report for work on any particular day, you must call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of the reason or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to your supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other school sponsored training that may be scheduled. While we understand that scheduling conflicts may arise, consistent tardiness, absenteeism and early departures may result in disciplinary action. Mandatory professional development or other mandatory staff meetings that are missed are required to be made up by the employee at the School's sole discretion and at a time scheduled solely in the School's discretion. Failure to participate in mandatory professional development or other mandatory staff meetings may result in disciplinary action.

When an employee attends a School sponsored professional development and/or training, the time spent in attendance shall be counted as time worked. All employees are required to sign-in and out for the purpose of record keeping. These records will serve as the official roster of attendance.

CPA will pay hourly employees for attendance at mandatory training, lectures and meetings outside of regular working hours at the employee's hourly rate. As exempt employees, salaried staff may be required to attend training seminars that may be outside of CPA's normal business hours with no additional pay, including missed professional development or other mandatory staff meetings.

In the event that an employee must leave early or is unable to attend a scheduled training (i.e., Professional Development sessions), during their normal work hours, an employee **MUST** put in a time-off request according to the time-off policy. Employees will be required to attend make-up sessions of any missed training.

Failure to comply with this policy may result in disciplinary action.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time each work period began and ended, and the meal periods taken. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources. Submission of your electronic timecard indicates you have certified the hours entered are accurate and you have adhered to all policies and procedures.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact Human Resources with any questions concerning their pay so that inadvertent errors can be corrected.

WORKWEEK AND WORKDAY

CPA's workweek is from Sunday at 12:00 AM through the following Saturday at 11:59 PM. CPA's standard workday is 12:00 AM to 11:59 PM (midnight) each day.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime or double time. Failure to obtain such approval may subject an employee to discipline, up to and including termination. However, in all cases, the School will compensate its non-exempt employees for all hours worked.

OFF THE CLOCK WORK

CPA prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 11:59 a.m. The supervisor may schedule the employee's meal periods. The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a "Meal Period Waiver" form. This needs to be completed in advance or immediately as the situation occurs, but in no event after the meal period has been missed. If you are a part-time employee who consistently works 5-6 hours a day and would like to waive your meal break on a regular basis, please note that you will have to fill out a new form every 90 days to continue to waive your meal break. Reach out to HR to receive a copy of the "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and complete a "Second Meal Period Waiver" form.

<u>Hours Worked</u>	<u>Number of Meal Periods</u>
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1, 30-minute meal period
Over 10 hours to 14 hours	2, 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that day's time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's timesheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

<u>Hours Worked</u>	<u>Number of Rest Periods</u>
3.5 hours to 6 hours	1, 10-minute rest period
Over 6 hours to 10 hours	2, 10-minute rest periods
Over 10 hours to 14 hours	3, 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period immediately as set forth below. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Missed, Late or Short/Interrupted Meal and Rest Periods

In addition to reporting it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor and complete a Non-Exempt Employee Meal Waiver Agreement. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to their supervisor on the same workday they experienced the non-compliant meal or rest period. If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the noncompliant meal or rest period on the Non-Exempt Employee Meal Period Waiver Agreement, or to Human Resources. Non-Exempt Employee Meal Period Waiver Agreement.

PAYDAYS

Employees are paid semi-monthly on the 10th and 25th of the month in accordance with the School's payroll schedule. The Payroll Coordinator or designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have an automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual “payday,” the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage garnishment order is received by CPA for one of our employees, we are obligated by law to comply with the demand. The affected employee will receive notice from their supervisor or Human Resources as soon as possible.

OVERPAYMENT OF WAGES

If the School determines a wage overpayment has been made to a school employee, the School will notify the employee of the overpayment and afford the employee an opportunity to respond before commencing recoupment actions. Reimbursement shall be made to the School through one of the following methods mutually agreed to by the employee and the School:

- Cash payment or cash installment payments.
- Installment payments through payroll deduction covering at least the same number of pay periods in which the error occurred. When overpayments from the School have occurred for more than one year, the employer may require full repayment from the employee through payroll deductions over the period of one year.
- The adjustment of appropriate leave credits, provided that the overpayment involves the accrual or crediting of leave credits such as vacation leave. Any errors in sick leave balances shall only be adjusted with sick leave credits.

Installment payment amounts deducted from an employee’s salary or wages shall not exceed 25 percent of the school employee’s net disposable earnings for each payroll amount. The deductions shall not result in an employee making less than the minimum wage for that payroll period.

Absent mutual agreement on a method of reimbursement, the School will proceed with recoupment by installment payments as provided in bullet (2) above.

If an employee is separated from employment before full repayment of the overpayment amount owed, the School may deduct an amount sufficient to provide full repayment from any money owed to the employee upon separation. If the amount of money owed to the employee upon separation is insufficient to provide full reimbursement to the School, the School shall have the right to exercise any and all other legal means to recover the additional amount owed.

PAYROLL WITHHOLDINGS

CPA is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) and State Disability Insurance from each employee’s paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, CPA must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which

must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions, CPA will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, they should ask Human Resources to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W4 form and submitting it to Human Resources.

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

CPA employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with CPA within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide evidence of your credential including EL Authorization, official transcripts, and/or test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Executive Director and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If a teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails recertification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, the School reserves the right to suspend the teacher without pay until the teacher's credential is cleared, or release the teacher from at-will employment as necessary.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file. As a condition of continued employment, all employees will be required to present evidence once every four (4) calendar years that they are free from active tuberculosis. Employees shall be required to provide TB clearance to Human Resources no later than the last Friday business day prior to the expiration date of their current TB clearance. Employees whose TB

clearance has expired will not be permitted to report to work, and will be placed on unpaid leave in increments of five (5) work days. For example, if an employee's TB clearance expires on Tuesday, March 7, the TB clearance would be due to HR by Friday, March 3. If the employee does not submit the TB clearance to HR by Friday, March 3, the employee will be placed on unpaid leave for March 6-10. Turning in the TB clearance during the 5-day unpaid leave period does not cancel the 5-day unpaid leave period.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to fingerprinting and a criminal background investigation.

Applicants and employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with the School.

The School shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Teachers or staff who become aware of suspected child abuse should report the suspicions as required.

It is extremely important that CPA's employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

Your direct supervisor is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without CPA's assistance, they are required to notify CPA of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with CPA.

All employees that are mandated reporters are required to participate in approved mandated reporter training provided by the School within six weeks of the employee's hire date and annually thereafter within the first six weeks of each school year. If the employee attends an approved mandated reporter training that is not offered by the School using a sign-in sheet confirming participation, the employee is

required to provide a copy of any certificate of completion to the human resources department of the School after completion.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to Human Resources. All requests should be put in writing preferably on the form maintained by CPA. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports, or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying Human Resources about changes in the employee's personal information and changes affecting the employee's status (ex. name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Staff will be evaluated annually or every other year per the Evaluation Policy.

Staff will meet with their direct supervisor annually to establish and review goals for the school year.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

- The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child.
- The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition."
- The "serious health condition" of the employee.
- The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
- Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been

taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any available PTO during unpaid family and medical leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any available paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If the employee out on leave chooses not to return to work from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond their control or because of recurrence, continuation, or onset of a serious health condition.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

Before an employee will be permitted to return from leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources. In some instances, FMLA leave and CFRA leave run concurrently and in some instances they do not. FMLA runs concurrently with Pregnancy Disability Leave, while CFRA does not.

CALIFORNIA FAMILY RIGHTS ACT ("CFRA")

Employees may be eligible for CFRA leave only if the School has 5 or more employees for each working day during each of the 20 or more calendar workweeks in the current or preceding calendar year. Eligible employees may request a CFRA leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive) and have worked at least 1250 hours during the 12 months immediately prior to the CFRA leave of absence.

Ordinarily, you must request a planned CFRA leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A CFRA leave may be taken for the following reasons:

- The birth of an employee's or a domestic partner's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth, adoption or placement of the child.
- The care of the employee's spouse, child, registered or domestic partner, domestic partner's child, parent, parent-in-law, grandparent, grandchild, sibling, or designated person with a "serious health condition."
- The "serious health condition" of the employee; or
- The qualifying exigency related to covered active duty or call to covered active duty of an employee's spouse, domestic partner, child, or parent in the Armed Forces of the United States.

The definition of child includes any adult child, regardless of the child's age or dependency status.

The definition of "designated person" includes any individual related by blood or association with the employee that is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests leave. Employees are limited to one designated person per 12-month period for family care and medical leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under bullet (2) above only if due to a serious health condition, your spouse, child, registered or domestic partner, domestic partner's child, parent, parent-in-law, grandparent, grandchild, sibling, or designated person requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under bullet (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

CFRA leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period. The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much CFRA leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as CFRA will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid CFRA leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid CFRA leave that is due to your own serious health condition.

However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PTO, PSL, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If the employee out on leave chooses not to return to work from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond their control or because of recurrence, continuation, or onset of a serious health condition.

If you do not return to work on the first workday following the expiration of an approved CFRA leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law.

Before an employee will be permitted to return from leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

If you have any questions concerning a CFRA leave, or would like to submit a request for a CFRA leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor and Human Resources at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a healthcare provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four

months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any unused allotted sick time during any unpaid portion of pregnancy disability leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any available PTO during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

Additionally, if an employee does not return to work after the expiration of the pregnancy disability leave, and the reasons for failure to return to work do not include one of the following: 1) the employee is on CFRA leave; or 2) the continuation, recurrence or onset of a health condition entitling the employee to pregnancy disability leave in the first instance, non-pregnancy-related medical conditions requiring other leave or other circumstances beyond the control of the employee, the School reserves the right to recover from the employee the premium the School paid for the employee's group health plan coverage while out on leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or domestic partner is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use unused and available PSL or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration leave will depend upon the rate of recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT LEAVE

CPA provides employees who have been employed by CPA for at least 30 days prior to the commencement of leave up to three (3) days of paid bereavement leave, beyond sick or personal time, due to the death of a family member. CPA provides 2 additional unpaid days of leave due to the death of a family member. If an employee has paid sick leave or personal time, the employee may use that time during the unpaid leave. If the eligible employee travels more than 500 miles for bereavement leave, CPA will provide the 2 additional days of leave with pay. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. Bereavement leave may be taken intermittently, but the leave shall be completed within three months of the date of death of the family member. CPA reserves the right, in its sole discretion, to request documentation of the death of the family member, so long as the request is made within 30 days of the first day of leave.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Eligible employees may elect to use any available PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any non-exempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever provides the least disruption to the normal work schedule unless the School and the employee agree otherwise. The employee may be required to

prove they are a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Available PTO may be used for this time off.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed daycare facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility, to find, enroll or reenroll your child in a school or with a licensed childcare provider and/or to address a childcare provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year.
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor.
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by their supervisor.
- Employees must use existing PTO in order to receive compensation for this time off.
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed childcare/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's communication, which requests the employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use available PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work for various reasons related to crime or abuse if:

- The employee is a victim of such a crime.
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, adoptive child, foster child, legal ward of the court, adopted child, a child of a domestic partner,

a child to whom the employee stands in loco parentis, a person to whom the employee stood in loco parentis when the person was a minor, sibling, step-sibling, foster sibling, adoptive sibling, half-sibling, parent, legal guardian of an employee or an employee's spouse or domestic partner, person who stood in loco parentis when the employee or employee's spouse or domestic partner was a minor child, step-parent, or the child or a registered domestic partner, or any other individual whose close association with the employee is the equivalent of any of these family relationships) of an employee is a victim of such a crime.

"Victim" means a victim of stalking, domestic violence, or sexual assault; a victim of crime that caused physical injury or that caused mental injury and a direct threat of physical injury; a person whose immediate family member is deceased as the direct result of crime.

Leave may be taken for the following reasons:

- Any employee may take leave to appear in court to comply with a subpoena or other court order as a witness in any judicial proceeding.
- An employee victim may take time off to obtain or attempting to obtain any relief, which includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the victim or their child.
- An employee victim to seek medical attention for injuries caused by crime or abuse.
- An employee victim to obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of the crime or abuse.
- An employee victim to obtain psychological counseling or mental health services related to an experience of crime or abuse.
- An employee victim to participate in safety planning and take other actions to increase safety from future crime or abuse, including temporary or permanent relocation.

When an employee is a victim as defined as follows: A person against whom one of the following crimes has been committed: A violent felony as defined in Penal Code section 667.5(c); A serious felony as defined in Penal Code section 1192.7(c); A felony provision of law proscribing theft or embezzlement, the employee shall be allowed to attend judicial proceedings related to that crime or those crimes against an immediate family member victim, a registered domestic partner of a victim, or the child of a registered domestic partner of a victim.

When an unscheduled absence occurs, the School shall not take any action against the employee if the employee, within a reasonable time after the absence, provides a certification to the employer. Documentation may be from any of the following:

- A police report indicating that the employee was a victim.
- A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court.
- Documentation from a licensed medical professional, domestic violence counselor, a sexual assault counselor, victim advocate, licensed health care provider, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting

in victimization from the crime or abuse; or

- Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized by this Crime Victim Leave.

An employee must give reasonable advance notice to the School by providing documentation of the proceeding, unless advanced notice is not feasible.

This leave is unpaid but the employee may choose to use available sick, or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

The School will also, to the extent possible and allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are the victim of domestic violence, sexual assault, or stalking, you may be entitled to a reasonable accommodation for your safety while at work. Reasonable accommodations may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone changed work station, installed lock, assistance in documenting domestic violence, sexual assault, stalking, or other crime that occurs in the workplace, an implemented safety procedure, or another adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other crime, or referral to a victim assistance organization. The School is not required to undertake an action that constitutes an undue hardship on its business operations. If you require a reasonable accommodation in line with this policy, please contact the School's human resources manager.

You will not be discharged, discriminated against, or retaliated against because of a request for an accommodation under this policy.

If any employee believes they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone at (213) 897-6595 or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws, and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify Human Resources regarding the need for military leave.

Please see Human Resources for more information regarding job reinstatement rights upon completion

of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize available PTO if you want compensation for this time off. If you do not have any PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

The School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any available paid leave (sick and/or PTO) for organ donation and up to five (5) days of available paid leave (sick and/or PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

The employee will also be given an additional unpaid leave of absence, not exceeding 30 business days in a one-year period, when that employee is an organ donor, for the purpose of donating the employee's organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to receive paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

CPA will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use allotted and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts CPA's right to discipline an employee, up to and including termination of

employment, for violation of CPA's Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so they may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your available sick, and/or PTO if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

CIVIL AIR PATROL LEAVE

CPA provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with CPA for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued PTO.

STAFF OUT OF STATE/COUNTRY

Employees are not allowed to perform any work for Cabrillo Point Academy while the employee is located outside of the United States of America. Any time taken outside of the United States of America will be taken as vacation leave or unpaid time off, but sick leave may not be used for time taken outside of the United States of America. Additionally, employees may not work remotely from other states without advanced written permission from the Executive Director based on board approval. Any dispute arising out of the employment context between Cabrillo Point Academy and the employee will be filed in a court of competent jurisdiction located in San Diego County or with an arbitrator in accordance with an arbitration agreement located in San Diego County and in accordance with the laws of the state of California without regard to conflict of laws principles.

SECTION 9 – BENEFITS

SCHOOL HOLIDAYS

The School observes the following holidays during the year:

- Independence Break
- Labor Day
- Veteran's Day
- Thanksgiving Break
- Winter Break
- Martin Luther King Day
- Presidents' Break
- Spring Break
- Memorial Day
- Juneteenth

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid time off (PTO) if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence

- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved paid time off

PAID TIME OFF (PTO)

Full-time 12 month classified employees and certificated directors, and administrators are entitled to paid time off (PTO) according to this policy. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents. All other employees, including teachers, temporary employees, part-time employees are not eligible to receive or accumulate PTO.

PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible or otherwise as soon as practicable. Employees using extended PTO time (in excess of three (3) days) must submit a request at least two (2) weeks before the extended PTO or, if used as sick time, the employee may be required to submit a doctor's release upon return to work. Your supervisor uses their discretion to approve PTO without advance notice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

Full-time, regular Administrative/Classified employees (12-month employees) accrue ten (10) paid vacation days per year. Vacation days are accrued at a rate of 6.667 hours per month. Once an employee's PTO balance reaches twenty (20) days (i.e., 160 hours), the employee stops receiving any additional PTO until PTO is used and the employee's balance falls below the 20-day cap. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- For both non-exempt and exempt employees, vacation time may be taken in minimum increments of .25 hours. If an exempt employee absents themselves from work for part or all of a workday, they will be required to use available PTO to make up for the absence.
- In the event a non-exempt employee has exhausted their PTO, any additional time off must be approved by their supervisor and will be taken without pay.

In the event an exempt employee requests to take an entire day off but does not have enough PTO to cover the entire time off, the time off must be approved by their supervisor and the entire day will be taken without pay. However, if the exempt employee works part of the day and has enough PTO to cover the remaining portion of the day, they will receive pay for the entire day.

- Any employee who misses three (3) consecutive days of work without notice to their supervisor may be deemed to have abandoned their job and voluntarily resigned from employment.
- Any employee who converts from full-time to part-time status (less than 35 hours/week) will no longer be eligible for PTO. All accrued PTO will be paid out on the paycheck following the

conversion.

- Upon separation of employment, eligible employees will be paid their accrued, but unused PTO based on their date of separation and their regular rate of pay. Employees are not entitled to pay in lieu of taking vacation except upon termination of employment.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave (“PSL”) to eligible employees.

Eligible Employees

All employees (including teachers, part-time and temporary employees) who work for the School more than 30 days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap as set forth in this policy.

Limits on Use

PSL may be taken in minimum increments of 2 hours. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use PSL to make up for the absence.

Permitted Use

Eligible employees may use their allotted PSL as follows:

- To take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee, the employee’s family member or a designated person.
- To aid or care for a guide dog, signal dog, or service dog, as those terms are defined by Civil Code section 54.1, of the employee, employee’s family member, or the person designated by the employee as identified below.
- If the employee’s place of business is closed by order of a public official due to a public health emergency, or the employee is providing care or assistance to a child, whose school or childcare provider is closed by order of a public official due to a public health emergency.
- For purposes related to donating the employee’s bone marrow or an organ of the employee to another person or to care for or assist a person for purposes related to that person’s donating bone marrow or an organ to another person.
- For family emergencies, employees may use up to 2 sick leave days per school year.

For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling, a designated person, the child or parent of a spouse of the employee or those related to the employee by blood or affinity equivalent to a family relationship. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a

legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child. “Spouse” means a legal spouse as defined by California law. “Designated person” means a person identified by the employee at the time the employee requests paid sick days. The employee may only designate one person per 12-month period for sick days.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Accrual

PSL days are accrued as set forth below to eligible employees:

All employees that have worked within California for 30 days are eligible employees that will be awarded PSL beginning on their first day of employment in accordance with the details below:

Workdays per Position	Start Date									
	7/1-8/31	9/1-9/30	10/1-10/31	11/1-11/30	12/1-12/31	1/1-2/28 or 29	3/1-3/31	4/1-4/30	5/1-5/31	6/1-6/30
191, 196, & PT Staff	24	18	12	6	3	24	18	12	6	3
201 & 206	32	24	16	8	4	32	24	16	8	4
228	40	30	20	10	5	40	30	20	10	5

NOTE: Prorated amounts are determined by the percentage available to work during the remainder of the semester.

Carry Over and Caps on Accrual

The maximum amount of PSL that an employee may accrue is 80 hours for the school year. Carry over into the next year is subject to a cap of 18 days or 144 hours for full time employees. An employee will be awarded the number of hours from the above chart at the start of each semester based on their time of service unless they have already met the cap of 144 hours. Once the maximum accrual is reached, employees stop accruing until the next semester frontload and the amount of accrued sick leave is below 144 hours. Accrued and unused sick leave carries over from year to year, subject to the 144-hour accrual cap. At no time may an employee accrue more than 144 hours. Part time employees will be capped at 80 hours.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable. In the event that three (3) or more consecutive work days of sick leave are used, an employee must provide medical clearance to return to work.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under CPA's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at CPA group rates plus an administration fee. CPA or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under CPA's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full-time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

CPA withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

PENSION 2 403(B) AND 457 (B)

Pension2 is available to all staff members, certificated and classified. Pension2 offers voluntary supplemental savings plans including 403(b) and 457(b) plans with low costs and flexible investment options. The 403(b) plan includes an employer match - 100% of your contributions are matched, up to 5% of your annual BASE contract salary.

If you would like to learn more and enroll in Pension2, South Support Site Pension2 403(b) and 457(b) informational videos provide an overview of what is available and how to enroll. For more information contact Pension2 customer service: (888) 394-2060.

Employer matches are subject to changes, as approved by the Board.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) or participate in a qualifying event because of a family member's military deployment to a foreign country. The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided by the state concurrently while an employee takes an eligible leave of absence under CPA policy and applicable law.

CPA will require you to exhaust any available sick leave and PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

RETURN-TO-WORK POLICY

CPA strives to assist employees to return to work at the earliest possible date following an injury or illness. A return-to-work program has several benefits for both the School and employees by minimizing time lost from work.

This policy is not intended to supersede or modify the procedures applicable to employees eligible for reasonable accommodation under the Americans with Disabilities Act (ADA) or leave benefits under the Family and Medical Leave Act (FMLA) or California Family Rights Act (CFRA). Inquiries about the ADA, FMLA or CFRA should be directed to the human resource department (HR).

CPA defines "transitional work" as temporary, modified work assignments within the worker's physical abilities, knowledge and skills.

When possible, transitional positions may be made available to qualified employees to minimize or eliminate time lost from work. The School cannot guarantee a transitional position and is under no obligation to offer, create or encumber any specific position for purposes of offering placement to such a position.

Procedures

If a health care provider releases the employee to return to work on modified duty and has completed the return-to-work and job description forms, the employee should return the forms to HR within 24 hours or as soon as practicable. The employee cannot return to work without the release from the health care provider.

HR will review the return-to-work form and determine a transitional position for the employee if appropriate and transitional work falls within the School's operational needs. A transitional position job description, including physical requirements, will be prepared for review and approval by the employee's health care provider.

Transitional positions are developed based on the physical capability of the worker, the needs of the School, and the availability of transitional work. CPA will determine appropriate work hours, shifts, duration and locations of all work assignments. The School reserves the right to determine the availability, appropriateness and continuation of all transitional work assignments.

It is the responsibility of the employee to provide HR with a current telephone number and address, so the employee may be contacted. The employee must notify HR immediately of any and all changes in medical conditions.

It is the responsibility of the employee and the employee's supervisor to notify HR immediately of any work-related injuries, if the employee misses time from transitional work or of any changes to transitional work assignments.

The employee will be asked to sign the notice indicating their acceptance or refusal of the transitional work job offer and to return the notice to HR.

Any employee returning to a transitional position must not exceed the duties of the position or go beyond the restrictions indicated by the health care provider. If any medical restrictions change, the employee must immediately notify their supervisor and provide the supervisor a copy of the new medical release.

Supervisors will monitor work performance to ensure the employee does not exceed the requirements set by the health care provider.

UNPAID LEAVE

When an exempt salaried employee does not have any available PTO or PSL and there is a need for time off, they must take the whole day unpaid. Exempt salaried staff members cannot take partial days off as unpaid leave.

SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

Every employee is responsible for using CPA's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the employee's immediate supervisor.

The school has provided each staff member with a laptop for the purpose of performing all school related functions. It is required that all staff use school issued laptops and refrain from using personal computers for school business, unless staff receives prior written permission from their supervisor to use a personal computer for a limited period of time.

The school and technology department utilize best practices for securing and maintaining laptops. The efforts and systems used are in place to:

- Create a secure, reliable and safe computing environment
- Prevent data loss, including Personally Identifiable Information (PII), confidential or proprietary information
- Have data and management safeguards in place in the case of lost or stolen laptops
- Reduce overall risk of identity theft, work stoppage, data loss/ransoms, etc. and maintain compliance with Cybersecurity Insurance policies

School staff:

- SHOULD NOT use a personal computer/laptop to perform regular work duties
- SHOULD NOT store any PII, confidential or proprietary information to a personal device

The school acknowledges that using email and viewing/editing documents via a personal computer/laptop may occur and is allowed only in limited circumstances with prior written permission.

The school and technology department require that all staff implement MFA (multi factor authentication) wherever possible and require that any instance of a lost personal device that has ever accessed your school email/Drive/systems be reported to the technology department and your supervisor immediately so your passwords can be reset and accounts secured, especially critical in the case of saved passwords on a personal device.

Failure to adhere to this policy may result in discipline, up to and including potential termination.

The Communication Systems are the property of CPA and have been provided for use in conducting CPA business. All communications and information transmitted by, received from, created, or stored in CPA's Communication Systems are records and property of CPA. The Communication Systems are to be used for School purposes only. Employees may, however, use CPA technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with CPA business, and does not violate any CPA policies:

- To send and receive necessary and occasional personal communications.
- To use the telephone system for brief and necessary personal calls; and
- To access the internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

CPA has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the internet, and reviewing Email, voicemails, and instant messages sent and received by users. Further, CPA may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of CPA's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from CPA's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish CPA's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed CPA upon request for any reason that CPA, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

Notwithstanding the foregoing, even though CPA has the right to retrieve, read, and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Executive Director.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on CPA letterhead.

Offensive and Inappropriate Material

CPA's policy against discrimination and harassment, sexual or otherwise, applies fully to CPA's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating,

hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the internet or displayed or stored in CPA's computers. Likewise, material or graphics political in nature are not allowed to be used or displayed during work hours. Employees encountering or receiving this kind of material should immediately report the incident to their Executive Director.

CPA may (but is not required) to use software to identify inappropriate or sexually explicit internet sites. Such sites may be blocked from access by CPA networks. Employees who encounter inappropriate or sexually explicit material while browsing on the internet should immediately disconnect from the site, regardless of whether the site was subject to CPA's blocking software.

Licenses and Fees

Employees may not agree to a license or download any material over the internet for which a registration fee is charged without first obtaining the express written permission of the Executive Director.

Games and Entertainment Software

Employees may not use a CPA internet connection to download games or other entertainment software, or to play games over the internet.

Confidential Information

Employees may not transmit information over the internet or through email that is confidential or proprietary. Employees are referred to CPA's "Confidential Information" policy, contained herein, for a general description of what CPA deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

CPA's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Executive Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any CPA approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of CPA, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of CPA."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the internet, playing games, streaming video or audio files,

engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video, and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the internet through a computer attached to CPA's network must do so through an approved internet firewall. Accessing the internet directly by modem is strictly prohibited unless the computer you are using is not connected to CPA's network.

Files obtained from sources outside CPA including disks brought from home; including files downloaded from the internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents, or vendors, may contain dangerous computer viruses that may damage CPA's computer network. Employees should never download files from the internet, accept email attachments from outsiders, or use disks from non-CPA sources, without first scanning the material with CPA approved virus checking software. If you suspect that a virus has been introduced into CPA network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

CPA reserves the right to modify this policy at any time, with or without notice. CPA may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources, which shall control in the event of a conflict.

SOCIAL MEDIA AND VIDEO CONFERENCING POLICIES

CPA has adopted the following policy with regard to employees' behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snapchat and YouTube. CPA has also adopted a policy regarding employees' behavior during video conferencing. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, School-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School's background check procedures.
- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the School.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.
- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."
- Never be false or misleading with respect to your professional credentials.
- Do not take any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the School. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not

limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.

- Supervisors who “friend” subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate “friendships” with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their “friends” list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the school.

Employees should weigh whether a particular posting or explicit/implicit message puts their effectiveness as a School employee at risk. CPA encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Personal or Professional Blogs

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student’s blog or a student’s other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Executive Director.

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact Human Resources. Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with CPA’s social media policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

CPA attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other

equipment that may be assigned to them if the loss is due to willful misconduct or gross negligence.

Staff Equipment

Each staff member assigned devices and will be charged for any damages, loss or theft to the laptop caused by willful misconduct or gross negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used.
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures.
- Keep food and drinks away from all computing devices and work areas.
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
 - Immediately report the incident to their immediate supervisor and/or Executive Director.
 - Obtain an official police report documenting the theft or loss; and
 - Provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Generally personal cell phone use is not permitted while you are working. Cell phones should be turned

off and stored with your other personal belongings while you are working.

Notwithstanding the foregoing, employees may, in the event of an “emergency condition,” access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an “emergency condition” is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker’s home, or the school of a worker’s child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for CPA while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Telephone Calls and Texting

While at work and during staff meetings, the employee’s undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

CPA’s Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Executive Director is required before anyone can post any information on commercial on-line systems or the internet.

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, CPA has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School’s business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by CPA.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by CPA employees is prohibited at all times in all working areas on School premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by CPA.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. CPA must approve any postings prior to posting.

CPA reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

School "premises": property owned, leased, operated, managed, or controlled by the School, including buildings, parking lots, and play areas that the School has the right to use exclusively or in common with others, vehicles owned or operated by the School.

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except, employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on School premises, it must be in compliance with this policy. If you have questions, talk with Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to your supervisor.

ANTI-NEPOTISM POLICY

Policy Statement

It is the policy of CPA to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a CPA decision-maker and their Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and

appearances of impropriety or conflict of interest. This policy applies to all CPA board members, employees, individual consultants hired or retained by CPA, and School Services Providers hired or retained by CPA.

Relationships between CPA board members, employees, consultants, or School Services Providers are permissible under the following circumstances:

- Family Members of CPA board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.
- Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or School Services Provider(s), or in the case of a board member, in the discretion of the CPA Board of Directors.
- Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services Provider(s), or in the case of a board member, in the discretion of the CPA Board of Directors.

Definitions

“Family Members” include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, and father-in-law.

“Nepotism” describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

“School Services Provider” shall mean any provider of school services to CPA, and in the case of an organization shall mean be the responsible individual at such organization that provides school services to CPA.

Procedures

When a Family Member of a current CPA board member, employee, individual consultant, or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member's application/request must be denied if a conflict under this policy exists (*e.g.*, if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other). Special circumstances may be reviewed by the Board in the event that CPA's best interests would be served otherwise.

When a Family Member of a current CPA board member, employee, individual consultant, or School Services Provider applies for a transfer to a new employment position within CPA, the Family Member's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists,

the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether they have a Family Member who is presently employed by or on the board of CPA, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, CPA will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and CPA. If a mutual agreement is unattainable, the Board will determine, in CPA's best interest, which employee is to be transferred or separated.

Responsibilities

The Executive Director or designee shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Executive Director or designee will deny the application for employment. Special circumstances may be reviewed by the Board in the event that CPA's best interests would be served by the employment of a Family Member.

The Executive Director or designee shall investigate reports of Nepotism and take appropriate action. Employees are required to disclose changes in their personal situations to the Executive Director or designee which may be covered by this policy. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the Executive Director.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to any building or office are responsible for their safekeeping.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any School key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the School. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Executive Director.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time CPA may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

In CPA's discretion, employees' work areas (i.e., desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for CPA property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to CPA. CPA will generally try to obtain an employee's consent before conducting a search of work areas, but it may not always be able to do so. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

CPA has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect CPA or which occur on CPA property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on CPA premises, regardless of the relationship between CPA and the parties involved
- All threats or acts of violence occurring off CPA premises involving someone who is acting in the capacity of a representative of CPA

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy CPA property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

CPA's prohibition against threats and acts of violence applies to all persons involved in CPA's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers, and anyone else, including parents on CPA property. Violations of this policy by any individual on CPA property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to their Executive Director.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law

enforcement authorities, the employee must report the

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

School Dress Code

It is the goal of the school to foster a professional work environment for all staff, as part of our commitment to providing excellent customer service to our families, our communities, our professional associates, and respect for one another.

General Rules

Clothing should be clean, free of wrinkles, rips or tears, and appropriate for the workplace. Nothing too tight or revealing (i.e., nothing too low cut in the front or back, or sheer), no bare midriffs, no spaghetti straps, and no undergarments showing. No shorts or yoga pants. No offensive language or images. Hair should be clean and neatly groomed. Please cover tattoos whenever possible.

Casual Business Attire

Tops:

- Polo style or button-down shirts or blouse
- Pullovers or sweaters
- *No tank tops

Bottoms:

- Skirt (no more than 3" above the knee)
- Dress slacks or Khakis
- Capri pants
- Denim jeans

Dresses:

- No more than 3" above the knee

Hats:

- School hats

Shoes:

- Comfortable and professional: This may include dress shoes, boots, heels, sandals, or flats.
- *If you are in a position where you are moving items or furniture, please wear closed-toe shoes.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

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

Acceptable and Unacceptable Behavior

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

Staff members must understand their own responsibilities for ensuring they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Going into CPA students’ homes during work hours unless there is a special work-related

circumstance and express permission has been granted by executive leadership

- Bringing your own children into CPA students' homes
- Allowing students in your home during working hours
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any school activity (exclusive of tutorials)
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment)
- Keeping the door open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior-staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career

Reporting

When any staff member becomes aware of another staff member, volunteer, guest or vendor having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, they must report the suspicion to their immediate supervisor or the Executive Director promptly. Reasonable suspicion means it is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk

for sexual abuse.

Investigating

The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as it deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible.

Consequences

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

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e., our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Executive Director. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Executive Director.

STANDARDS OF CONDUCT AND CIVILITY

At CPA, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

CPA employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All employees and any individuals acting on behalf of CPA are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the Human Resources. Failure to comply with this policy may result in disciplinary action, up to and including termination.

Children must have adult supervision at all times.

CIVILITY

- Everyone treats each other with civility, dignity, respect and professionalism at all times
- Employees exercise emotional self-control and sensitivity to feelings of others not with blame or

recrimination

- Employee behavior supports an environment where everyone feels safe, secure and respected.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer
- Provoking a fight or fighting during working hours or on School property
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School
- Any conduct that has gained sufficient notoriety so as to impair the employee's school-related relationships
- Any willful conduct that endangers the safety, health or wellbeing of another individual
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Immoral conduct
- Unfitness for service
- Violation of the Substance and Alcohol policy
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration
- Unreported absence on scheduled workdays unless otherwise excused
- Excessive tardiness or absenteeism unless otherwise excused
- Unauthorized use of School equipment, time, materials, facilities, or the School name
- Sleeping or malingering on the job
- Failure to observe working schedules, including the required rest and meal periods
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited
- Distributing unauthorized literature or any written or printed material during working time or in work areas ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances
- Failure of an employee to obtain permission to leave work for any reason during normal working

hours

- Abuse of sick leave
- Violation of the Communications Policy
- Violation of the Standards of Conduct and Civility Policy
- Failure to provide a physician's certificate when requested or required to do so
- Violating the School's Personal Standards or dress code
- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment of harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.

Upon an extended leave of absence, request from the School or termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents,

drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Violations of this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Executive Director so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

Employees shall not be financially interested in any contract made by them in their official capacity.

CPA expects employees to devote their best efforts to the interests of our school. CPA recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at CPA or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with CPA whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Executive Director to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination.

This policy is in addition to CPA's Revised Nonprofit Conflict of Interest Policy and Conflict of Interest Code.

Outside Employment

If you are a full-time employee we expect that you devote your full professional effort to your position at CPA. If you wish to participate in outside work activities you are required to obtain written approval from the Executive Director prior to starting those activities. Approval will be granted unless the activity conflicts with CPA's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at CPA.
- Involve organizations that are doing or seek to do business with CPA including actual or potential

vendors.

- Violate provisions of law or CPA policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).
- Your obligations to CPA must be given priority. Full-time employees are hired and continue employment with the understanding that CPA is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTING EMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL

Policy Statement

It is the policy of CPA that its officers and employees may not engage in any outside activity, employment, or enterprise for compensation which is inconsistent, incompatible with, or in conflict with, their duties as an officer or employee of CPA. During working hours or on school premises, officers or employees shall not engage in political or religious activities, or recruit or solicit students or members of the public for political or religious activities.

An officer's or employee's outside activity, employment, or enterprise for compensation shall be determined to be inconsistent, incompatible with, or in conflict with, their duties as an officer or employee of CPA if any of the following apply:

- It involves the use of CPA time, facilities, equipment, supplies, or the officer's or employee's position or influence with CPA, for private gain or advantage.
- It involves receipt or acceptance by the officer or employee of any money or other consideration for the performance of an act that would otherwise be required within the scope of the officer or employee's duties with CPA.
- It involves the performance of an act as part of the outside activity that involves services performed for CPA.
- It affects the officer's or employee's work hours, interferes or conflicts with the officer's or employee's job duties, raise any ethical or conflict of interest concerns, or create any conditions that impact the officer's or employee's job performance.

Officers and employees may not use CPA's name, logo, supplies, equipment or other property in connection with any outside activities.

Procedure

In the event that an officer or employee believes that an outside activity for compensation may be inconsistent, incompatible with, or in conflict with, their duties as an officer or employee of CPA, the officer or employee shall obtain a written determination of the Executive Director or designee that the outside activity is not in violation of this policy before engaging in such activity.

EXPENSE REIMBURSEMENT POLICY

CPA will reimburse employees for certain reasonably necessary business expenses incurred in the

furtherance of CPA business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the school's relevant fiscal and accounting policies and procedures. In general, the immediate supervisor must have previously approved all expenses, prior to the employee spending money. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to the appropriate supervisor for review and approval, prior to submission for final approval and payment.

POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS

Policy Statement

It is the policy of CPA that CPA shall not provide any funds or thing of value to any student or their parent or guardian that a school district could not legally provide to a similarly situated student, or their parent or guardian. CPA does not and shall not provide, for example, "sign up bonuses" to parents or guardians or other incentives unrelated to education.

Additionally, a student, parent or guardian shall not use their status as a student, parent or guardian with CPA in order to obtain funds or things of value from CPA. For example, this policy prohibits an individual from utilizing their status as a parent or guardian to obtain a vendor contract with CPA for compensation. It also prohibits an individual from utilizing their status as a parent or guardian to refer or encourage any students enrolled in CPA, or their parents or guardians, to select that individual or their company or another provider of services, in connection with the student's education at CPA, resulting in the individual's receipt of funds or thing of value from CPA.

Procedures

The prior approval of the Executive Director or designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:

- Any funds or thing of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a student, parent or guardian would any funds or thing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
- Any proposed incentive to be offered to students or parents.

In requesting approval, the educational purpose of any such funds, thing of value or incentive must be provided to the Executive Director or designee.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of CPA to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the School in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed or recreational marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform

their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by intoxilator, blood test, urinalysis, medical examination of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine

cigarettes including (herbal cigarettes) as well as e-cigarettes, cigars, pipes, vaping and/or (both tobacco and marijuana products). Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground or event location, whichever is farther.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of your Executive Director, other employees or call 911. Report any suspicious persons or activities to your Executive Director. Never attempt to force an individual to leave the workplace if they are uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of the Executive Director and the written consent of the individual being recorded. Please report any problems with our security systems to your Executive Director.

VIDEO SURVEILLANCE FOR DANIELSON STREET OFFICE

Cabrillo Point Academy ("Charter School") is committed to maintaining a safe and healthy learning environment for all members of the school community. In furtherance of this goal, Charter School has installed security cameras in the hallways, entry ways, inventory rooms, and other locations throughout the administrative office at 13915 Danielson Street, Suites 100, 101, 102 and 200, Poway, California 92064 ("Office") for the safety of visitors and to secure Charter School property.

These systems have visual recording capabilities and the recordings may be retained in Charter School's sole discretion. There are no cameras in restrooms and other similar sensitive locations ("Sensitive Locations").

While in or around the Office, Charter School employees are subject to video surveillance and recording and do not have an expectation of privacy other than while in Sensitive Locations.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on CPA property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services and in accordance with the School's Reimbursement policies. Employee must have prior supervisory approval for the use of personal vehicles

and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

CPA cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on CPA's premises, including the parking area, or away from school property while on school business. CPA employees are prohibited from using personal property for work-related purposes unless approved in advance by the Executive Director.

SAFETY POLICY

CPA is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or Executive Director immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, bring it to the attention of your supervisor or Executive Director immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Executive Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources.

CPA has in place a written Injury and Illness Prevention Program as required by law. Please contact Human Resources for further information.

ERGONOMICS

CPA has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your Executive Director.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Executive Director.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

CPA will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from CPA; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to CPA for three consecutive work days. CPA requests that employees provide at least two weeks written notice of a voluntary termination. All CPA property must be returned immediately upon terminating employment. CPA retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of CPA's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, CPA reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at CPA may be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at CPA. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to Human Resources. Only Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, CPA will disclose only the dates of employment and the title of the last position held. CPA will verify or disclose an employee's salary history only if the employee provides written authorization for CPA to provide the information. However, CPA will provide information about current or former employees as required by law or court order. CPA will not provide any letters of reference for current or former employees. Please refer all questions about this policy to Human Resources.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Cabrillo Point Academy's ("CPA") Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of CPA's Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that CPA is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding CPA's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of CPA's policies.

In particular, I have read and understand CPA's Anti-Nepotism Policy, Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel, Policy Confirming Restrictions on the Provision of Funds or Other Things of Value to Students, Parents or Guardians, and restrictions and procedures to avoid Conflicts of Interest.

Just as I am free to terminate the employment relationship with CPA at any time, CPA, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and CPA for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Executive Director of CPA, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. This is the entire agreement between CPA and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with CPA, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

CPA reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice. Other than CPA Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print): _____

Employee Signature: _____

Date: _____



Cabrillo Point Academy

Education Records and Student Information Policy

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EDUCATION RECORDS AND STUDENT INFORMATION POLICY

Cabrillo Point Academy is committed to protecting student privacy in accord with the Family Educational Rights and Privacy Act or “FERPA” and the California Constitution.

The purpose of the Cabrillo Point Academy Governing Board approving this Education Records and Student Information Policy is to accomplish the following:

- Define Education Records
- Establish the Procedures for Requesting Copies of Education Records
- Establish the Procedures for Requesting to Review Education Records
- Establish the Procedures for Requesting for Amendment to Education Records
- Outline the Procedures for Challenging the Education Record
- Outline the Disclosure of Education Records and Directory Information
- Outline the Process of Record Keeping
- Outline Parental and Eligible Student Right to File a Complaint with U.S. Department of Education.

EDUCATION RECORD

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the Charter School. Such information includes but is not limited to:

- Date and place of birth, parent and/or guardian’s address, and where the parties may be contacted for emergency purposes;
- Grades, test scores, courses taken, academic specializations and school activities;
- Special education records;
- Disciplinary records;
- Medical and health records;
- Attendance records and records of past schools attended;
- Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, the Charter School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

The Charter School shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin.

An education record does not include any of the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the

maker of the record;

- Records maintained by a law enforcement unit of the Charter School that were created by that law enforcement unit for the purpose of law enforcement;
- Records relating to a Charter School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the Charter School.
- Records that only contain information about an individual after he or she is no longer a student at the Charter School.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent;
- File with the Department of Education a complaint concerning alleged failures by the Charter School to comply with the requirements of FERPA and its promulgated regulations.
- Request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

REQUESTING TO REVIEW EDUCATION RECORDS

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Director of Records. Within forty- five (45) days, the Charter School shall comply with the request. **Special Education records will be provided within five (5) business days.**

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the Charter School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

REQUESTING COPIES OF EDUCATION RECORDS

The Charter School will provide copies of requested documents within ~~45 ten (10)~~ days **(five (5) business days for Special Education)** of a request for copies. The Charter School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.

REQUESTING FOR AMENDMENT TO EDUCATION RECORDS

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student's right of privacy, he or she may request, in writing, that the Charter School amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. The Charter School will respond within ten (10) **business** days of the receipt of the request to amend. The Charter School's response will be in writing and if the request for amendment is denied, the Charter School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record. **Please note that records are generally able to be amended only by the institution that generated the record.**

CHALLENGING THE EDUCATION RECORD

If the Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The hearing to challenge the education record shall be held within ~~twenty thirty (20 30)~~ **business** days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the Charter School to the parent or eligible student no later than ~~ten twenty (10 20)~~ **business** days before the hearing.

The hearing will be conducted by the ~~Executive Director or their designee Dean of Academics~~. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The ~~Executive Director's Dean of Academic's~~ decision will be based solely on the evidence presented at the hearing. Within ~~ten thirty 10 30~~ **school** days of the conclusion of the hearing, the Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the Charter School decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the Charter School, or both. If the Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

With the exceptions listed below, the Charter School will not release educational records to any person or entity outside the Charter School without the written consent of a parent or eligible student. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. The Charter School shall permanently keep the consent notice with the record file. A parent, guardian or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the Charter School shall not release the information.

The Charter School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. No student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. Immigration-enforcement agencies do not have a legitimate educational interest in a student's or family's citizenship or immigration status. A student's or family's citizenship or immigration status is not considered to be directory information.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, the Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The Charter School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and the Charter School maintains the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior ~~written~~ **written** consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

If the Charter School receives an information request related to a student's or family's immigration or citizenship status, the Charter School personnel shall take the following action steps:

- Notify the Executive Director or Deputy Executive Director about the information request;
- Provide students and families with appropriate notice and a description for the immigration officer's request;
- Document any verbal or written request for information by immigration authorities;
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

The Charter School will train its personnel regarding gathering and handling sensitive student information as identified in this policy.

The Charter School will disclose education records, without consent, to the following parties:

- Charter School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- Contractors, consultants, volunteers or other parties to whom the Charter School has outsourced institutional services or functions may be considered a Charter School official provided that the outside party performs an institutional service or function for which the Charter School would otherwise use employees, is under the direct control of the Charter School with respect to the use and maintenance of records, and is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information;
- Other schools to which a student seeks or intends to enroll;
- Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- Accrediting organizations in order to carry out their accrediting functions;
- Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- Individuals who have obtained lawful court orders or subpoenas, with prior notice to parents or eligible students with some exceptions;
- Persons who need to know in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific State law;
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School may disclose the final results of the disciplinary proceeding, regardless of whether the Charter School concluded a violation was committed.
- An agency caseworker or other representative of a State or local child welfare agency or tribal

organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law;

- Other disclosures as provided by applicable law.

RECORD KEEPING

The Charter School will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record will include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the Charter School in accordance with 34 C.F.R. 99.33(b), the record will include the names of the additional parties to which the receiving party may disclose the information on behalf of the Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, the Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, the Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the Charter School.

COMPLAINTS

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202



Cabrillo Point Academy

Educational Materials & Restitution Policy

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EDUCATIONAL MATERIALS AND RESTITUTION POLICY

This policy supports Cabrillo Point Academy's ("School") efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

This Educational Materials and Restitution Policy sets forth the School's policy and procedures for the provision and return of materials and equipment owned or leased by School and loaned to or otherwise used by students, including the School's procedures for restitution in the event students willfully damage or fail to return School property. It is important for students and families to exercise care in using School's educational materials and devices, and return them to School upon request, so that they remain in good working order and can continue to be used for students in School's program.

OVERVIEW

Students attending School may receive access to certain School property during the course of the school year, including educational technology (e.g., laptops or other devices) and textbooks, and they are responsible for ensuring the educational materials are returned to School upon request (with reasonable wear and tear).

California law states that the parent or guardian of a minor student can be held liable to a school for all property loaned to the student and not returned upon demand, or for property that is willfully damaged by the student. Such liability shall not exceed \$10,000 adjusted annually for inflation.

It is the policy of the School to seek restitution when a student willfully cuts, defaces, or otherwise damages School property, or loses or fails to return property owned or leased by School. "Damage" to School property includes but is not limited to: installing unauthorized software applications on School devices (e.g. laptops); modifying, adding or deleting software on school devices; or any alteration to the configuration of any and all IT computing devices.

If a student has willfully damaged or failed to return School property, the School may, after affording the student due process rights (described below), withhold privileges of participation in school activities that are deemed privileges (e.g., graduation ceremonies, dances).

Whenever a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. The permanent record, or copy, will be sent even if there are charges or fees owed by the student, parent, or guardian for lost or damaged property.

PROCEDURES

- School shall use inventory systems to clearly identify the School property issued to each student.
- School shall implement a restitution process by which students who lose or damage School property are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for the damage, the debt is discharged

and the privileges of participation in school activities shall be restored.

- School shall afford students the due process listed below, which allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
 - The School shall provide the parent/guardian written notice of alleged loss or damage of School property, requesting the return of the School property and/or payment for damages to School property (“Written Notice”).
 - The School may contact law enforcement if appropriate, e.g., where a student has willfully damaged or stolen School property.
 - If the parent/guardian disagrees with the School’s Written Notice, they may appeal the Written Notice in writing to the Executive Director within fifteen (15) days from the date of the Notice. The parent/guardian’s appeal should explain why a fee or charge should not be imposed.
 - After reviewing any information provided by the parent/guardian, the Executive Director (or his/her designee) shall decide whether or not to impose the fee for restitution. The parent/guardian shall be notified in writing of the School’s decision in a Second Written Notice. The decision of the Executive Director (or his/her designee) is final.
 - Upon receiving notification of the School’s decision in the Second Written Notice, the parent or guardian is responsible for the return of the School property and/or payment for damages to School property.
 - Upon receiving payment or the return of educational materials in satisfactory condition (e.g., with reasonable wear and tear), the School shall ensure the debt is discharged. If the School withheld privileges, School shall restore the privileges of participation.

The purpose of this policy and the process outlined herein is to provide families a reasonable opportunity to explain or otherwise return missing educational equipment or pay for damaged and missing School property.



Cabrillo Point Academy

Compensation Policy

2023-2024

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COMPENSATION POLICY

DEDICATION TO NON-DISCRIMINATION

It is the policy of Cabrillo Point Academy not to discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

IMPORTANT INFORMATION

- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for Cabrillo Point Academy. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

COMPENSATION PHILOSOPHY

A compensation philosophy is a statement that defines what an organization offers and chooses to reward via its compensation system. The School's compensation philosophy places emphasis on equity, transparency, excellence, and commitment. These five key values are the foundation for all School compensation structures and practices.

We Offer

- Comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein.
- A dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset.
- Unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves.
- Equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.
- A transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We Recognize and Reward

- Exceptional performance and contributions that enable excellent student outcomes.
- Commitment of staff who contribute to the long-term success of our students and our organization.

For Teachers

- Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:
 - Exceptional teacher performance that leads to growth and excellence for students
 - Commitment of teachers who develop deep, high-quality educational experience (within or outside of the School) and assume critical leadership responsibilities

MEDICAL OPT-OUT STIPEND

Employees may elect not to enroll in any of the medical plans offered by the Charter School. The employee must certify that they have medical coverage for themselves and eligible dependents elsewhere that is comparable to one of the plans offered by the Charter School. They will receive an employer contribution per year prorated based on the period of service and applicable pay periods.

CERTIFICATED COMPENSATION

Certificated Definition

For the purpose of this policy, certificated is defined as any position that requires a certificate and/or

credential as defined by the California Teaching Commission (CTC).

Teacher Definition

For purposes of this schedule, a Teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education.

Salary Placement Guidelines

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance to the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's years of experience.

Deputy Executive Director

The Deputy Executive Director is the second in command and reports to the Executive Director. This person manages and handles the daily business operations of the organization, working closely with department heads and supervisors to support the day-to-day activity of all employees including certificated and classified. They work with special education and the SELPA to ensure compliance and achievement. This person supports the Executive Director in all their administrative tasks, including overseeing curriculum, instruction, testing, intervention, special populations, LCAP development, federal programs, staffing and budget plans for the school. This position may serve more than one school.

Creditable Years of Experience

- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience with a maximum placement on year 5 (five).
- Additional years may be granted for employees who have school-desired experience in what the school determines to be "hard-to-staff" positions.

Examples of Hard to Staff Positions	Based on actual number of years worked, may start at the following step:
Adapted Physical education, Education Specialist – Mod/Severe, Education Specialist – Itinerant (fully in-person), School Occupational Therapist, and Speech Language Pathologist	11
Education Specialist – Mild/Mod, Job Coach, Nurse, Paraeducator, Program Specialist, School Psychologist, and Special Education Services Coordinator	6

- One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year.
- A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.
- Creditable professional or teaching experience may be earned in:
 - California and US public, charter, and private elementary and secondary schools
 - Accredited foreign public, charter, and private elementary and secondary schools
 - California, US, and foreign accredited universities and colleges
 - Non-public special education contract schools for special education teachers
 - Other regionally accredited educational institutions
- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
- Other relevant professional experience may be considered by the Executive Director or designee.

Staff hired after 3/31 and receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy.

The Executive Director or his or her designee may adjust a rehired teacher's placement on the Salary Schedule as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the schedule than the teacher would have otherwise been placed had the teacher been continuously employed.

Credential/Certification

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher Salary Schedule (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher schedule as certificated teachers.
- A teacher is eligible to advance to the proper Pay Scale level once they meet the requirement for that specific Pay Scale level and group based on their creditable years of service and post bachelor's degree units or completion of Advanced Placement certification coursework, if applicable. Course work is creditable for row placement and advancement if it is a course taken for credit at an accredited institution, reasonably related to the employee's assignment or future assignment, and posted as semester, quarter, or trimester units on an official transcript in the institution's graduate course number series or taken from the Advanced Placement program. Points on the pay scale are the equivalent of semester units. Therefore, any eligible units not reported as semester units will be converted for proper placement on the pay scale.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 31 in order for the units to be applied to the teacher's salary in that school year.

Any proof of successfully completed post-BA units submitted to the School after October 31 will not result in an adjustment to compensation until the following school year.

- Any increase in pay resulting from an advancement on the Salary Schedule based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher completes graduate level coursework on January 15 and provides an official transcript on May 1, any advancement on the Salary Schedule and increase in pay will be effective beginning the next school year. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).
- If a teacher completes graduate level coursework on August 15 and provides an official transcript on October 15, any advancement on the Salary Schedule and increase in pay will be effective beginning the first pay period following October 15. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 31. The teacher would receive the advancement starting the next pay period of November 1-15.
- For teachers with less than 98 units, the maximum number of years of service that can be accumulated is 10 years. To add additional years of service, teachers must obtain 98 or more units. The year in which 98 or more units is achieved, the teacher will finish out that year as year 10. They will then advance in years of service the preceding school years as outlined on the Salary Schedule.

Advanced Degree/Certificate Stipends

- Certificated staff who hold a Doctoral degree are entitled to additional compensation of \$3,000 stipend in addition to their current annual salary on the Salary Schedule.
- The stipend is not included in your annual salary and may be processed separately from regular earnings.
- National Board Certificate (NBC) holders are entitled to a \$3,000 stipend in addition to current annual salary on the Salary Schedule.
- Proof of National Board Certificate (NBC) and Doctoral Degrees must be submitted by October 31 in order for stipend to be paid for that year. Any submission after October 31 will result in stipend for the following year.
- The stipends will be paid as set forth in the Stipend Chart below.

Signing Bonus

If the School decides to issue signing bonuses, the following requirements shall apply.

- Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, or to address specific concerns at the school.
- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:

- Be certified in the field they are hired to teach.
- Teach in that field of the bonus.

Supplemental Duty Stipends

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Staff who perform the Supplemental duties outlined in the chart below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the staff member by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as High School Academic Support Coordinator, SPED Lead Teacher, etc. are assigned on a year-by-year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends.
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart once the Supplemental duty has started.
- The Executive Director has been delegated authority to change the stipend amounts and add or change stipends based on the need of the school throughout the year in line with the board adopted budget.

Voluntary Transfer to Lower Role Placement or Teaching position

Employees approved to voluntarily transfer to a position in a lower placement on the Salary Schedule will be placed in the new salary placement or teacher Salary Schedule, and the salary will be calculated as it is in the new placement or schedule.

Additional Supplement Bonus (“Supplement”)

The Executive Director may recommend a Supplement for teachers as set forth in this section.

- The Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the school.
- A Supplement is not automatic and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the schedule provided by the School at the time of Supplement award.

- The Supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All Supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - The Executive Director must first agree with the teacher on the terms.
 - The Supplemental work must be separate from the normal job responsibilities.
 - The work must be completed or in the progress of being completed.

PART-TIME TEACHERS

For All Part-Time Teachers

- Part-time/Full-time Status: Compensation for part-time teachers will be \$32.24 per hour. This rate may increase or decrease in direct correlation to the school's operational needs and/or budget approved by the school board. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non-instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. Part-time teachers are pre-approved for the hours according to the chart below. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's hourly rate. Part-time teachers will work no more than the number of approved hours per week specified in the chart for the 5 floating days in July. If a part-time teacher anticipates exceeding the number of approved hours per week due to the attendance in the back-to-school training sessions, the teacher must obtain prior approval.
- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's Employee Handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.
- When a case load of 20 students is reached, employees may be rated in and placed on a Salary Schedule and given health care benefits contingent upon the teacher's expected maintenance of a case load at the norm of 28 students for full-time teachers. Carrying a caseload of less than 28

students over a course of three (3) consecutive months may result in a return to part-time status.

CLASSIFIED COMPENSATION

Experience and Placement

- Each classified employee will be placed on the Pay Scale based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
 - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
 - Example: SPED Instructional Aide at a school district, or a company may be equivalent experience for the SPED Instructional Aide position, but SPED Center Aide will be applicable experience.
- The evaluation of prior experience and placement on the Pay Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full-time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total year of experience is a fraction of a whole, it will be rounded up.
 - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- Staff hired after 3/31 and receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.

Role/Salary Placements

All positions are classified according to the corresponding role and/or salary placements based on the required set of skills, education, effort, and responsibility of the job assignment as indicated in the specific job description. All positions may be reclassified as necessary by the Executive Director or designee. Some hard-to-staff positions may be compensated out of the Pay Scale as approved by the Executive Director.

Advancements on Pay Scale

An advancement on the Pay Scale is the placement of an employee from a position in a lower salary placement to a position in a higher salary placement and will be determined on the same basis and factors articulated herein.

Lateral Transfer

A lateral transfer is the movement of an employee from one position to another within the same salary placement. The employee may continue to progress in the same salary placement as experience in the position is accumulated. Prior experience will not be re-evaluated for purposes of placement or advancement in the new salary placement.

Partial Assignments

In cases where a classified employee has been given multiple assignments (e.g., a SPED coordinator with partial ESL duties), the employee will be placed on the Pay Scale (or salary placement) with the higher salary.

Reassignments

- Employees approved to voluntarily transfer to a position in a lower placement on the Pay Scale, if applicable, will be placed in the new salary placement, and the salary will be calculated as it is in the new placement or Pay Scale.
- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

Rehires

- A former employee who returns to a position similar to the role held prior to separation will be placed on the Pay Scale as follows:
 - The converted grade and step of individuals who separated employment will be identified for appropriate entry placement on the Pay Scale.
 - All applicable work experience earned outside of Cabrillo Point Academy, subsequent to separation, may be identified and used for credit as equivalent experience in accordance with the creditable years of service as described herein.

Experience – Non-Exempt Employees

- Each non-exempt employee will be placed on the Pay Scale based on their years of relevant experience. Although non-exempt employees will be paid on a semi-monthly basis, all non-exempt salaried employees will be paid for all hours worked and are eligible for overtime in accordance with applicable law. Employees should receive approval from their supervisor before working overtime.
- The evaluation of prior experience will be made by the Executive Director or his/her designee. The following criteria, among others, may be considered in evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full-time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Experience including secretarial, clerical, teaching, professional, and substitute experience may be credited.
- Each year of experience may be 1 YEAR in the Pay Scale.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on their years of experience.
- Experience may be earned in other districts or other companies.
- The Executive Director or his or her designee may adjust a rehired non-exempt employee's placement on the Pay Scale as appropriate based on the employee's accumulated relevant experience following the employee's separation from the School, which may result in a higher or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for classified staff members as set forth in this section.

- An Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the school.
- A Supplement is not automatic and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the chart provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All Supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.

- Classified staff member's Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - The Executive Director must first agree with the classified staff member on the terms.
 - The Supplemental work must be separate from the normal job responsibilities.
 - The work must be completed or in the progress of being completed.

APPENDICIES

A. STIPEND CHART

B. SALARY SCHEDULES AND PAY SCALES

C. PART-TIME TEACHER HOURLY SCHEDULE

**Cabrillo Point Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Adventures in Math or Writing Teacher	\$4,000	Assigned Position: Paid to a designated HST who applied and received the position to facilitate online instruction and regular events for the Adventures in Math or Adventures in Writing program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
Career Technical Education (CTE)	\$5,000	Paid to CTE credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
CHYA	\$2,500	Assigned Position: Paid to a certificated teacher to provide office hours and instruction/support with CHYA curriculum.	Eligibility is earned after service has been completed from start date to end date.	Paid as a lump sum after completion of the work.	28
Counselor - Pupil Personnel Services (PPS) Extra Duties	\$8,500	Paid to PPS credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Counselor Extra Section	\$450 per week for each section of counseling coverage over 3 sections.	Provided to school counselors with a PPS who serve an extra section of students as school counselor.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	Three (3) sections, additional pay beings on fourth (4 th) section.
CPA Presents: Parent U	\$80 per presentation	Paid to HSTs who sign up to present on an approved topic to parents during a CPA Presents: Parent U.	Eligibility starts at the beginning of the school year.	Paid as a lump sum, following the workshop, and aligning with the pay periods for HR.	N/A

**Cabrillo Point Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
CPA Presents: Teachers on Course	\$500 per workshop (\$2,000 max)	Paid to staff members who create and present Professional Development to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
CPA Presents: Teacher Participation	\$30 per session for any additional sessions attended beyond the requirement.	Paid to staff members who attend additional PD sessions beyond the requirement.	Eligibility starts at the beginning of the school year.	Paid as a lump sum, following the workshop, and aligning with the pay periods for HR.	2
Doctoral Degree	\$3,000	Provided to certificated staff who hold a doctorate degree.	For current employees who obtain the certification before October 31 of the current school year.	Paid in 2 installments in December and in March. The total stipend amount will only be paid to current employees.	N/A
Elementary Explorers on Course Social Studies/Science Half-Time Teacher	\$10,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to teach Explorers on Course classes.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year	28
Elementary Explorers on Course Lead Teacher	\$23,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to coordinate Explorers on Course classes.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year	19
Elementary Explorers on Course Math/ELA Teacher	\$20,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to teach Explorers on Course classes.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year	24

**Cabrillo Point Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Extended School Year (ESY)	\$3,500	Paid to special education teachers who provide services during ESY.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of ESY.	N/A
Extra Student	\$100/month/ student over required roster limit	If the Executive Director assigns additional students to the employee's roster over the designated amount, the employee will be compensated for those students. The employee will receive \$100/ month per student.	Eligibility starts once the employee is full-time, and students are assigned at the Executive Director's discretion. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST: 28 RC: 16 HS RC: 10 AD & DSS: 10 HS AD: 5 Staff Dev: 18 Intervention, EL, 28 Expl: 24
High School Academic Support Coordinator	\$12,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be a lead for the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July - June. Will be not prorated. It is a set amount regardless of when hired for the position.	28 (HST) 16 (RC)
Highly Qualified Teacher Extra Course	\$450/pay period for each section of Edgenuity coverage and \$670/pay period for each section of ChoicePlus Academy coverage after 5 sections.	Provided to single subject credentialed teachers who teach additional coursework beyond a full load in ChoicePlus Academy or Edgenuity programs.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months of the student calendar.	Five (5) sections, additional pay begins on sixth (6 th) section.
Highly Qualified Teacher Summer School Content	\$31.00/hour	Provided to single subject credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A

**Cabrillo Point Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
HST Summer School	\$31.00/hour	Provided to credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
Induction Coach	\$2,000	Paid to credentialed teachers who work with teachers who are working toward clearing their credential.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Lead Community Coordinator	\$15,000	Assigned Position: Paid to a certificated teacher who facilitates regular events for the Community Connections program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July – June. Will be prorated based on period of service during the school year.	18
Library Team Lead	\$650 per month (\$7,800 for 12 months)	This position is open to current CPA Library Specialists.	Eligibility begins immediately.	Paid \$325 bimonthly over 12 months; July - June.	N/A
Medical Benefit Opt-Out	\$5,000	Provided to staff who opt out of medical benefit coverage.	Eligibility starts at the beginning of the school year.	\$208.33 paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A
Mileage	\$1,250 per semester/ \$2,500 per year	Certificated employees who carry a roster and must travel to student monthly meetings.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A

**Cabrillo Point Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
National Board Certification (NBC)	\$3,000	Provided to teachers who have been awarded the National Board Certification.	For current employees who obtain the certification before October 31 of the current school year.	Paid in 2 installments in December and in March. The total stipend amount will only be paid to current employees.	N/A
National Honor Society Advisor	\$2,500	Assigned Position: Paid to a certificated teacher who serves as an advisor to NHS students and oversees the functions of the honor society.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
National Junior Honor Society Advisor	\$2,500	Assigned Position: Paid to a certificated teacher who serves as an advisor to NJHS students and oversees the functions of the honor society.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
Online Teacher Sub	\$32.24/hour with a total of 2 hours expected	Assigned Position: Paid to a designated HST who volunteered and received the position.	Eligibility starts upon covering an online class as a substitute.	Paid the following paycheck after work and hours are submitted.	N/A
Phone/ Internet/ Utilities	\$956.16	Provided to all employees for work expense, including phone, internet, and utilities costs.	For all current employees. Eligibility starts at the beginning of the school year paid bimonthly July - June.	\$39.84 paid bimonthly over July - June. Will be prorated based on period of service during the school year. Payments will align with the employee's work calendar.	N/A
Professional Development Course	\$500 per staff member	Paid to staff members who participated in and completed the assigned Stanford Online Continuing Education Course.	Starts at the beginning of the school year in July.	Paid as a lump sum within the school year upon submission of certificate of completion.	N/A

**Cabrillo Point Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
School Support Lead	\$6,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
SPED Extra Hourly Services Outside the Workday/Calendar	\$310 for each period of assigned make-up work.	SPED staff will provide services to students who require make-up or compensatory education outside the regular school day instructional hours.	Staff are eligible with Director approval to provide make-up services or compensatory services. Period is eligible from the beginning of the school year.	Paid as lump sum after completion of the work.	N/A
SPED Extra Student	Mild/Moderate \$150/month per extra student. Moderate/Severe or Moderate/Severe Transition \$400/month per extra student	If the Special Education Director assigns additional students to the employee's full-time caseload, the employee will receive \$150/month per student in the Mild/Moderate program, \$400/month per student in the Moderate/Severe program or M/S transition program.	Eligibility starts once rosters surpass required roster limits (which may be retroactive to the start of the 2021-2022 school year).	Paid bimonthly over 10 months; August - May.	Designated Amount MM: 22, 7hr MML: 10 MS: 9 MSL: 6 MS Transition: 9
SPED In-Person Provider	Up to 25% - \$1500 Up to 50% - \$3000 Up to 75% - \$4500 Up to 100% - \$6000	Assigned position for SPED Providers. Must provide services to identified student(s) in-person.	Stipend to begin first full pay period following start of in-person services.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED Lead Program Specialist	\$3,000	Assigned Position: Serves as an administrative designee, authority in compliance, and supports teachers and other Program Specialists in the field of special education.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July – June. Will be prorated based on period of service during the school year.	N/A
SPED Lead School Psychologist	\$2,000	Assigned Position: Paid to a credentialed school psychologist who supports the other school psychologists in the field of special education assessment.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A

**Cabrillo Point Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Lead Teacher	\$1,000	Assigned Position: Must be in a leadership role and an authority in compliance, training, and support in the field of special education.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	N/A
Testing Team Lead	\$6,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
TK ECE Cohort Completion	\$2,000	Paid to HSTs upon completion of the Early Childhood Education 12-unit course sequence with the cohort through UCLA Extension and the assigned TK work duties (TK Park Days, TK Parent and Teacher Workshops, TK Resource Website).	Eligibility is earned after course sequence and assigned work has been completed.	Paid as lump sum after completion of work.	N/A

**Cabrillo Point Academy
Administrator and Director
2023-2024 – Salary Schedule**

Year	Administrator	Director Level 1	Director Level 2	Director Level 3	Assistant Director
1	\$71,800	\$104,300	\$127,000	\$165,600	\$121,500
2	\$74,000	\$106,700	\$130,200	\$169,500	\$124,500
3	\$76,300	\$109,000	\$133,500	\$173,800	\$127,600
4	\$78,400	\$111,500	\$136,900	\$177,700	\$130,900
5	\$80,700	\$114,100	\$140,200	\$182,200	\$134,200
6	\$82,900	\$116,600	\$143,500	\$186,600	\$137,500
7	\$85,500	\$119,200	\$146,800	\$191,500	\$140,700
8	\$88,300	\$122,000	\$151,300	\$195,300	\$144,000
9	\$91,100	\$124,700	\$154,500	\$199,300	\$149,100
10	\$94,000	\$127,000	\$158,500	\$203,100	\$151,300
11	\$96,700	\$129,700	\$162,300	\$207,000	---
12	\$99,400	\$133,500	\$166,700	\$210,800	---
13	\$102,200	\$136,900	\$170,500	\$214,700	---
14	\$105,500	\$140,200	\$175,000	\$218,500	---
15	\$108,200	\$143,500	\$179,400	\$220,800	---

Director Level 1	Director Level 2	Director Level 3	Off-Cycle
Director of Accounting Director of Achievement & Accreditation Director of ChoicePlus Academy Director of Compliance Director of Edgenuity Director of Enrichment Director of School Support Director of Student Support Director of Testing Director of Vendors	Director of Accountability Director of High School Director of HR Development Director of Technology Director of Technology Systems	Director of Special Education	Deputy Executive Director \$220,000 - \$299,000

NBC or Doctorate Differential is \$3000 paid in two installments in December and March. *Annualized salary includes 228 work days. The 228 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. **Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.



Cabrillo Point Academy

Non-Compliance and Withdrawal Policy and Procedures

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NON-COMPLIANCE AND WITHDRAWAL POLICY AND PROCEDURES

Cabrillo Point Academy is committed to ensuring students are appropriately engaged in learning, particularly as it correlates to attendance reporting. After the Non-Compliance Process has been seen through, it may be determined that Independent Study is not the best educational placement for the student and as such, the student may be Administratively Withdrawn.

The purpose of the Cabrillo Point Academy Governing Board approving this Non-Compliance Policy is to accomplish the following:

1. Outline the Non-Compliance Process
2. Outline the Student's Responsibility to complete Work/Progress, Assignments/Work Samples, and/or Student Activity Logs
3. Outline the Parent's and Student's Responsibility to Schedule, and participate in Monthly Learning Period meetings
4. Establish Communication Requirements for the Home School Teacher (HST)
5. Outline the Participation in Assigned Benchmark Testing
6. Signing and Returning Master Agreement Addendum
7. Outline the Non-Compliance Procedures
8. Outline the Procedures for the HST when sending the First Non-Compliance Letter
9. Outline the Procedures for the HST when sending the Second Non-Compliance Letter
10. Outline the Procedures for the Administrative Conference Call
11. Outline the Tiered Reengagement Process
12. Establish the Non-Compliance Timeline/Checklist
13. Outline the follow-up protocol if a student remains enrolled and falls back into Non-Compliance
14. Withdrawal Policy and Procedures

1. Non-Compliance Process

The School's Non-Compliance Process can be initiated if a student/family is found to have one or more of the following:

- Failure to provide a body of work for a learning period
- Three (3) missing assignments during any period of twenty (20) school days
- One or more missing Work Samples
- One or more missing Student Activity Logs (Attendance Logs)
- Missed or not scheduled one or more monthly learning period or other meetings
- Failure to meet with the Homeschool Teacher at least four times a semester for a minimum of eight times during the school year (unless the Executive Director has waived one of the in-person meetings)
- Has not responded to their Homeschool Teacher after three separate attempts (phone and email)

over the course of (four) school days

- Has not participated in one or more assigned benchmark tests and received a valid score
- Failure to fulfill approved Travel Plan
- Has failed to sign and return a Master Agreement Addendum within 5 days of presentation

2. Student Work/Progress, Assignments/Work Samples, Student Activity Logs

It is required that all Homeschool Teachers (HSTs) review and affirm student learning and collect Student Activity Logs and Work Samples every twenty school days. It is also required that all HQTs monitor work completion and progress for High School Students, if using an HQT. When any pupil fails to provide a body of work for a learning period or has missed submitting one or more work samples, the HST should then start the Non-Compliance Process.

3. Monthly Learning Period or Other Meetings

It is the parent's and student's responsibility to make every effort to schedule and attend monthly learning period meetings every twenty school days. If the meeting is not successfully scheduled or held after two or more attempts, it could be determined that the family has not met the School's meeting expectations and the HST should start the Non-Compliance Process.

4. Communication Requirements of the Home School Teacher

HSTs will keep positive and open lines of communication with each family. HSTs will follow a communication pattern with a pairing of a phone call and email message, and documentation in Contact Manager. If an initial communication pair (#1) is not responded to within two school days, the HST will attempt to reach the family again with another communication pair (#2). If the second communication pair is not successful, the HST will attempt a third communication pair (#3) and start the Compliance Process by sending Non-Compliance Letter #1. It is in the School's sole discretion to continue the non-compliance process from school year to school year. For example, if a student is sent Letter #1 in May, Letter #2 may be sent the following school year if the non-compliance issue remains the same.

5. Participation in Assigned Benchmark Testing

Regular benchmark testing is important for understanding a student's learning progress and needs and is required as being a part of Cabrillo Point Academy. Failure to participate in benchmark testing and receive a valid score during the assigned assessment administration window is cause for starting the Non-Compliance policy, which may result in an administrative withdrawal.

6. Signing and Returning Master Agreement Addendum

Before Cabrillo Point Academy and the HST may continue with a student's education, any changes to the Master Agreement must be reflected in an addendum and signed by the student and student's education rights holder. As such, signing and returning a Master Agreement Addendum is integral to a student's successful education. Upon presentment, a Master Agreement Addendum must be signed and returned

to the HST within 5 days.

7. Non-Compliance Procedures

The compliance procedure can include two compliance letters and one Administrative Conference Call. If after the Administrative Conference Call, the student fails to meet expectations, and the plan of success set forth for the student is not followed, the student will be withdrawn from the School for at minimum, one academic school year.

8. First Non-Compliance Letter (Letter #1)

Should any of the items listed in the Non-Compliance Process occur and there have been three Communication Pairs attempted, upon the third attempt, the HST will:

- Send Non-Compliance Letter #1 to the family using electronic means (ex. Adobe Sign).
- Document date letter was issued in Contact Manager.
- Remind student/family of the appropriate sections of the Master Agreement and Parent Student Handbook that specifically address the issue/concern.
- Talk with the family to see what the issues/concerns are on both sides as well as develop a plan to support the student and resolve any issues.
- Hold all Planning Amounts until the family is compliant.

9. Second Non-Compliance Letter (Letter #2)

Without satisfactory resolution or response to the issues described in the Non-Compliance Letter #1 within five business days, the HST will:

- Attempt to call and email the family (Communication Pair #4)
- Determine a day and time to schedule an Administrative Conference Call with the parent(s)/guardian(s), HST, Regional Coordinator, and Assistant Director, to be specified in Non-Compliance Letter #2. Date should be no sooner than the 6th school day from the date of the letter.
- Send Non-Compliance Letter #2 to the family using electronic means (ex. Adobe Sign).
- Document the date the letter was issued sent, the issue(s)/concern(s), and confirmation of receipt in Contact Manager.
- Remind student/family of the appropriate sections of the Master Agreement and Parent Student Handbook that specifically address the issue/concern.

Letter #2 gives the student/family the opportunity to communicate and work with their HST to address and problem-solve the issues of concern. Within five business days from the date the letter was sent, the parent/guardian must either communicate and resolve the indicated issues with their HST or attend the Administrative Phone Conference as scheduled in the letter.

In those situations where non-compliance is triggered solely by failure to return a Master Agreement

Addendum within 5 days of presentment, only one non-compliance letter will be sent and an administrative call will be scheduled within 5 days of that letter assuming continued non-compliance.

It is in the School's sole discretion to continue the non-compliance process from school year to school year. For example, if a student is sent Letter #1 in May, Letter #2 may be sent the following school year if the non-compliance issue remains the same. Additionally, if a student is not in compliance at the beginning of the school year, the new school year Planning Amounts will not be provided until the student is no longer in non-compliance.

10. Administrative Conference Call

Without satisfactory resolution to the issues/concerns, the HST will:

- Send out a conference call number to all participants.
- Attempt to remind/confirm the parent/guardian of the call via phone and email. Document the communication in the Contact Manager.
- Document date the Administrative Conference Call was held including a brief summary of the outcome in the Contact Manager.

The Administrative Conference Call shall be scheduled no later than the 8th day after the second non-compliance letter is sent to the Parent(s)/Guardian(s). If the Parent(s)/Guardian(s) do not cooperate in scheduling the Administrative Conference Call, the School may move forward with the administrative withdrawal process without holding the Administrative Conference Call.

A team composed of Parent(s)/Guardian(s), HST, and Assistant Director must be present on the Administrative Conference Call. During this time the team will work towards resolution of the issues/concerns as well as determine if this is the best placement for the student. School Administration may determine the following:

- Independent Study is in the best interest of the student.
- The need to place the student on a student improvement plan.
- The need to implement different strategies to collect compliance documents (Student Activities Logs and or Work Samples).
- Determine that it is not in the student's best interest to remain in our Independent Study program.

If the Administration finds it is not in the best interest of the student to remain in Independent Study, then the student shall be withdrawn from the School by following the procedures in the School's withdrawal policy.

If the student or parent does not attend the Administrative Conference Call, the student could be withdrawn from the School by following the procedures in the School's withdrawal policy.

11. Tiered Reengagement

Any students that are not generating attendance for more than three school days or 60 percent of the

instructional days in a school week, or who are in violation of the Master Agreement, the School will start the tiered reengagement process. Tiered reengagement will consist of the following:

- Verification of current contact information for each enrolled student
- Notifying parents/guardians of lack of participation within one school day of the absence or lack of participation
- Outreach from the School to determine the student's needs, including connection with health and social services as necessary
- The Non-Compliance process outlined above (paragraph 1) will require a student-parent-educator conference to review the student's Master Agreement, and to reconsider the independent study program's impact on the student's achievement and well-being, consistent with the School's adopted Independent Study policies.

12. Non-Compliance Timeline/Checklist

Concern/Issue Arises:

Step #1

The HST will call & email Family (Communication Pair #1)

- Wait 2 business days
- Resolution – Stop Process
- If No Resolution – Continue to STEP #2

Step #2

The HST will call & email Family (Communication Pair #2)

- Wait 2 business days
- Resolution – Stop Process
- If No Resolution – Continue to STEP #3

Step #3

The HST will call & email Family (Communication Pair #3) and Send Non-Compliance Letter #1 (via electronic means)

- Hold Planning Amounts
- Wait 5 business days
- Resolution – Stop Process
- If No Resolution – Continue to STEP #4

Step #4

The HST will call & email Family (Communication Pair #4) and Send Non-Compliance Letter #2 that includes

Administrative Conference Call (via electronic means).

- Hold Planning Amounts
- Resolution – Stop Process
- If No Resolution- Continue to STEP #5

Step #5

The HST, and Assistant Director will Hold Administrative Conference Call and determine best course of action.

- Follow School withdrawal policy, if applicable, and document in Contact Manager

13. Follow-Up Protocol

If a family falls back into Non-Compliance within the same semester with the same issue, the Non-Compliance process would begin with STEP #4.

14. Withdrawal Policy and Procedures

In addition to the Non-Compliance reasons for withdrawal, if Cabrillo Point Academy discovers that a student enrolled in Cabrillo Point Academy is no longer a resident of California, no longer a resident of a county in which Cabrillo Point Academy may legally provide educational services, is concurrently enrolled in a private school, is concurrently enrolled in another public school, or otherwise may no longer legally be served by Cabrillo Point Academy, the following procedures shall be followed to withdraw the student from Cabrillo Point Academy.

Procedures for Withdrawing a Student

Cabrillo Point Academy shall send the parent/guardian/educational rights holder a notice of the Cabrillo Point Academy's intention to withdraw the student from the School and the reasons for that decision. The notice will be sent at least five days prior to the withdrawal of the student. The notice will inform the parent/guardian that the Education Code provides the parent/guardian/educational rights holder with the right to a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil(s) have a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil(s) have the right to bring legal counsel or an advocate. This notice shall be written in the native language of the pupil or the pupil's parent or guardian, or if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights' holder.

This notice will also inform the parent/guardian/educational rights holder that the student's enrichment opportunities and curriculum orders will be put on hold until the hearing is completed. The notice will also establish the date by which the hearing shall be scheduled. If the parent, guardian or educational rights holder requests a hearing within the five-day period, the parent, guardian or educational rights holder is required to cooperate to schedule the hearing within 10 days of the request for the hearing. If a parent, guardian or educational rights holder does not cooperate in scheduling the hearing and the hearing is not scheduled within 10-days (absent extraordinary circumstances in the sole discretion of the Executive

Director), the parent, guardian or educational rights holder waives his/her/their rights to the hearing. Additionally, if a parent/guardian/educational rights holder fails to attend the scheduled hearing, the hearing will continue without the presence of the parent/guardian/educational rights holder. In that event, the student may be withdrawn and the decision of the hearing officer will be final.

If the parent/guardian invokes said rights, the Cabrillo Point Academy will not disenroll the pupil until it has reached a final decision. The decision of the School is final and cannot be appealed.

In addition, the parent/guardian will be sent a Charter School Complaint Notice in the form provided by the California Department of Education at <https://www.cde.ca.gov/sp/ch/cscomplaint.asp>

The Charter School's Responsibility to Not Encourage a Pupil Currently Attending the School to Disenroll or Transfer to Another School

Cabrillo Point Academy shall not encourage a pupil currently attending the school to disenroll or transfer to another school for any reason, including but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity or sexual orientation.

Notification of the Withdrawal

Once the student has been withdrawn from Cabrillo Point Academy, the parent/guardian/educational rights' holder will be notified of the withdrawal and advised to enroll the student immediately in a school that may legally serve that student. A copy of this notice shall be placed in the student's cumulative file. The student's teacher will also be notified of the withdrawal.



777 Mariners Island Blvd.
Suite 600
San Mateo, CA 94404
Tel: 650-372-4040
Fax: 650-372-4072

3214-1601-0000-9150

CPA

Invoice

Date	Invoice #
8/1/2023	S463505

Bill To
Accounts Payable Cabrillo Point Academy 13915 Danielson Street Suite 200 Poway CA 92064

Ship To
Cabrillo Point Academy 13915 Danielson Street Suite 200 Poway CA 92064

Terms	PO #	Customer Email
Due on receipt	SC145052	

Description	Qty	Rate	Amount
IXL site license (Grades PK-12: 4,300 students) Subjects: Math, ELA, Science, and Social studies IXL site license (4,300 students) Subject: Spanish (Year 1 of 3)	1	162,540.00	162,540.00

Please return one copy of invoice with payment. The IXL Service is provided pursuant to the IXL Terms of Service (www.ixl.com/termsofservice).

Total	\$162,540.00
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APPROVED

By Danielle Jimenez at 4:07 pm, May 15, 2023